

CA4 ON HBL W26 A35
1986, January-June

URBAN/MUNICIPAL

AGENDAS / EDUCATION
MANAGEMENT COMMITTEE

Board of Education

CAH DNHBL W26
A32

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1986 01 07

Confirmation of the minutes of the last regular and special meeting of 1985 12 12.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Present Practices re: hiring of supply teachers.
(referred from December E.M.C. - 1985 12 03).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. A.L.S.B.O. Report on Holocaust Studies.
3. Student Conferences.
4. Meeting the Educational Needs of Visible Minority Students.
5. Correspondence - Ontario Medical Association.
6. Report of the Discipline Review Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request re: "4 Over 5" Plan - Russell Evans.
3. Report from the Officials re: Co-operative Education.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.

HAMILTON PUBLIC LIBRARY
JAN - 7 1986
GOVERNMENT DOCUMENTS

HAMILTON PUBLIC LIBRARY
JAN - 7 1986
GOVERNMENT DOCUMENTS

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 12 20.

To the Education Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

Staffing Procedures for Supply, Occasional and Probationary Teachers

Background

The following report has been prepared in order to familiarize the Trustees with the procedures used in the selection of Supply, Occasional and Probationary teachers. Although the process of selection described below relates directly to elementary schools, a similar process is carried on in composite and vocational schools.

1. In the spring of each year, new applications for teaching positions are accepted. (See Appendix "A")
2. In late April (Saturday morning), candidates are interviewed by teams of Principals and Supervisors.
3. A list of superior candidates is compiled for hiring consideration. The subject disciplines where there is greater demand for hiring include French, Music, Special Education and Physical Education.
- 4.(a) In the summer, those not hired are invited to activate their file for our Supply Staff. (See Appendix "B")
(b) Supply teachers from the previous year are sent a letter at this time, to reactivate their names, also. (See Appendix "C")
5. A new Supply Teachers' List is then compiled (updated monthly) and sent out to the schools and to Subject/Service Supervisors.
The list includes teachers' name, address, phone and grade/subject preference.
6. Supply teachers are called by our dispatchers at the Education Centre and/or directly by the Principals.
7. Confidential reports are submitted to this office by the Principals on substitute teachers. (See Appendix "D")
 - outstanding teachers are chosen for our occasional staff.
 - Officials follow-up on negative reports.
8. When a regular teacher asks for a leave of absence, the Official contacts the Principal of the school and the appropriate Supervisor to negotiate a suitable replacement.

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

To the Honorable
The Honorable
The Honorable

Statement of the Honorable

Statement

- The following is a statement of the Honorable
1. The Honorable
2. The Honorable
3. The Honorable
4. The Honorable
5. The Honorable
6. The Honorable
7. The Honorable
8. The Honorable
9. The Honorable
10. The Honorable

9. The following criteria are used for selecting Occasional teachers:
an "occasional teacher" means a teacher employed to teach as a substitute for a permanent, probationary or temporary teacher who has died during the school year or who is absent from his regular duties for a temporary period that is less than a school year and that does not extend beyond the end of a school year.
- (i) Qualified in grade/subject
 - Kindergarten, Grade 8, etc.
 - holds a Special Education or French as a Second Language certificate.
 - (ii) Experienced if possible.
 - (iii) Familiar with children and community (e.g. has he/she taught in the school before and relates well to the class - knows the program).
10. Probationary teachers are selected from the list of occasional teachers based upon qualifications in particular subject disciplines and on past teaching performance.
- We are in an excellent position to appoint only outstanding teachers from the "pool" of Supply and Occasional teachers (378 elementary, 250 secondary) who have the opportunity to establish their own credibility through their in-school teaching experience.
11. Permanent Teachers
- A teacher with fewer than three years of approved teaching experience in Ontario is appointed to the Probationary Staff for a period not exceeding two years. A teacher with three or more years of approved teaching experience is appointed to the Probationary Staff for a period not exceeding one year.
12. Appendices
- Elementary/Secondary application forms "A"
 - Substitute Teaching Brochures "B"
 - Re-activation form "C"
 - Evaluation form "D"

Recommendation

That this report be accepted for information.

Prepared by W. D. Millar
Presented by K. A. Rielly
Approved by A. J. Krever

The following criteria are used for selecting teachers:
1. The National Teacher's Council employed to select a candidate
for a permanent position must be a regular teacher who has been
employed for at least one year and who has not been employed for a
longer period than a year and a half and who has not been employed for a
longer period than a year and a half.

2. The National Teacher's Council employed to select a candidate

3. The National Teacher's Council employed to select a candidate

4. The National Teacher's Council employed to select a candidate

5. The National Teacher's Council employed to select a candidate

6. The National Teacher's Council employed to select a candidate

7. The National Teacher's Council employed to select a candidate

8. The National Teacher's Council employed to select a candidate

9. The National Teacher's Council employed to select a candidate

10. The National Teacher's Council employed to select a candidate

11. The National Teacher's Council employed to select a candidate

12. The National Teacher's Council employed to select a candidate

Recommendation

That this report be accepted for information.

Respectfully,
Secretary of the National Teacher's Council
Approved by the National Teacher's Council



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ELEMENTARY SCHOOL TEACHING STAFF APPLICATION

(PLEASE PRINT)

PERSONAL DATA	SURNAME		GIVEN NAMES		SOCIAL INSURANCE NO.
	PRESENT ADDRESS (Street Number, Name, Apartment Number)				PRESENT TELEPHONE NO.
	CITY		POSTAL CODE		BUSINESS TELEPHONE NO.
	HOME ADDRESS (if different from above)				HOME TELEPHONE NO.
	CITY/PROVINCE				POSTAL CODE
	HOW DO YOU WISH TO BE ADDRESSED IN ANY CORRESPONDENCE? ☐ MR. ☐ MRS. ☐ MISS ☐ MS. ☐ AS ABOVE				
	ARE YOU BETWEEN THE AGES OF 18 AND 65? ☐ YES ☐ NO			ARE YOU LEGALLY ELIGIBLE TO WORK IN CANADA? ☐ YES ☐ NO	

TO DETERMINE YOUR QUALIFICATIONS FOR EMPLOYMENT, PLEASE PROVIDE BELOW AND ON THE REVERSE SIDE, INFORMATION RELATED TO YOUR EDUCATION, TRAINING AND EMPLOYMENT HISTORY. ADDITIONAL INFORMATION MAY BE ATTACHED ON A SEPARATE SHEET.

EDUCATION AND TRAINING	SECONDARY SCHOOL ATTENDED		HIGHEST GRADE COMPLETED	TYPE OF CERTIFICATE/DIPLOMA	
	BUSINESS, TRADE OR TECHNICAL SCHOOL NAME		PROGRAMME NAME		
	LICENCE, CERTIFICATE OR DIPLOMA AWARDED? ☐ YES ☐ NO IF YES, PLEASE INDICATE TYPE			LENGTH OF PROGRAMME	
	COMMUNITY COLLEGE NAME		PROGRAMME NAME		
	MAJOR SUBJECT	DIPLOMA AWARDED? ☐ YES ☐ NO		LENGTH OF PROGRAMME	
	UNIVERSITY NAME		PROGRAMME NAME		
	MAJOR SUBJECT	DEGREE AWARDED? ☐ YES ☐ NO		PROGRAMME TYPE ☐ PASS ☐ HONOURS	
	OTHER COURSES, SEMINARS, LICENCES OR DEGREES (Complete or in Progress)				
	TEACHERS' COLLEGE NAME		LENGTH OF COURSE	YEAR OF GRADUATION	
	FACULTY OF EDUCATION		☐ SUMMER ☐ WINTER	YEAR OR YEARS ATTENDED	

CERTIFICATES

TEACHING CERTIFICATE(S) HELD (Give Issue Date and Certificate Number)

ADDITIONAL COURSES OR CERTIFICATES

TEACHING EXPERIENCE

DATES		SERVICE LENGTH		SCHOOL AND MUNICIPALITY	GRADE OR ASSIGNMENT	NAME AND ADDRESS OF LAST SUPERINTENDENT
FROM	TO	YEARS	MONTHS			

FURTHER INFORMATION

GRADE PREFERENCE	AREA OF CITY PREFERRED	DO YOU HAVE ACCESS TO A CAR? ☐ YES ☐ NO
------------------	------------------------	--

CAN YOU TEACH YOUR OWN CLASSROOM MUSIC? ☐ YES ☐ NO	SPECIAL MUSIC QUALIFICATIONS (Piano, Vocal, etc.)
---	---

STATE IN ORDER OF PREFERENCE ANY EXTRA CURRICULAR ACTIVITIES YOU ARE WILLING AND ABLE TO SUPERVISE

1. _____ 2. _____

3. _____ 4. _____

ADDITIONAL EXPERIENCE OR QUALIFICATIONS NOT MENTIONED ABOVE

APPLICATION DATE

APPLICANT'S SIGNATURE

PLEASE NOTE

If the applicant is appointed to the staff of the Board of Education for the City of Hamilton, all certificates including a character reference from a responsible person such as a clergyman, doctor, lawyer, etc., must be registered as instructed in the letter of appointment. This appointment is conditional upon presentation of evidence of (a) basic Ontario Teaching qualifications, (b) Medical Examination, and (c) a Tuberculous Examination taken within the past year.

RETURN THE COMPLETED APPLICATION FORM TO:

AREA SUPERINTENDENT OF EDUCATION
ELEMENTARY STAFFING
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
P.O. BOX 558 HAMILTON, ONTARIO
L8N 3L1



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECONDARY SCHOOL TEACHING STAFF APPLICATION

(PLEASE PRINT)

PERSONAL DATA	SURNAME		GIVEN NAMES		SOCIAL INSURANCE NO.
	PRESENT ADDRESS (Street Number, Name, Apartment Number)				PRESENT TELEPHONE NO.
	CITY		POSTAL CODE		BUSINESS TELEPHONE NO.
	HOME ADDRESS (If different from above)				HOME TELEPHONE NO.
	CITY/PROVINCE				POSTAL CODE
	HOW DO YOU WISH TO BE ADDRESSED IN ANY CORRESPONDENCE? ☐ MR. ☐ MRS. ☐ MISS ☐ MS. ☐ AS ABOVE				
	ARE YOU BETWEEN THE AGES OF 18 AND 65? ☐ YES ☐ NO			ARE YOU LEGALLY ELIGIBLE TO WORK IN CANADA? ☐ YES ☐ NO	

TO DETERMINE YOUR QUALIFICATIONS FOR EMPLOYMENT, PLEASE PROVIDE BELOW AND ON THE REVERSE SIDE, INFORMATION RELATED TO YOUR EDUCATION, TRAINING AND EMPLOYMENT HISTORY. ADDITIONAL INFORMATION MAY BE ATTACHED ON A SEPARATE SHEET.

EDUCATION AND TRAINING	SECONDARY SCHOOL ATTENDED		HIGHEST GRADE COMPLETED	TYPE OF CERTIFICATE/DIPLOMA	
	BUSINESS, TRADE OR TECHNICAL SCHOOL NAME		PROGRAMME NAME		
	LICENCE, CERTIFICATE OR DIPLOMA AWARDED? ☐ YES ☐ NO IF YES, PLEASE INDICATE TYPE			LENGTH OF PROGRAMME	
	COMMUNITY COLLEGE NAME		PROGRAMME NAME		
	MAJOR SUBJECT		DIPLOMA AWARDED? ☐ YES ☐ NO		LENGTH OF PROGRAMME
	UNIVERSITY NAME		PROGRAMME NAME		
	MAJOR SUBJECT		DEGREE AWARDED? ☐ YES ☐ NO		PROGRAMME TYPE ☐ PASS ☐ HONOURS
	OTHER COURSES, SEMINARS, LICENCES OR DEGREES (Complete or in Progress)				
	TEACHERS' COLLEGE NAME		LENGTH OF COURSE	YEAR OF GRADUATION	
FACULTY OF EDUCATION		☐ SUMMER ☐ WINTER		YEAR OR YEARS ATTENDED	

PROFESSIONAL
CERTIFICATION

ELEMENTARY CERTIFICATE(S)

SECONDARY CERTIFICATE(S)

ADDITIONAL COURSES OR CERTIFICATES

O.S.S.T.F. QUALIFICATION CATEGORY

☐ I☐ II☐ III☐ IV

TEACHING EXPERIENCE

DATES		LENGTH OF SERVICE	SCHOOL AND MUNICIPALITY	BOARD
FROM	TO			

OTHER EMPLOYMENT EXPERIENCE

DATES		LENGTH OF SERVICE	EMPLOYER AND LOCATION	TYPE OF WORK
FROM	TO			

SUBJECTS AND
ACTIVITIES

STATE IN ORDER OF PREFERENCE THE SUBJECTS YOU WISH TO TEACH

1. _____ 2. _____

3. _____ 4. _____

STATE IN ORDER OF PREFERENCE ANY CO-CURRICULAR ACTIVITIES YOU ARE WILLING AND ABLE TO SUPERVISE

1. _____ 2. _____

3. _____ 4. _____

APPLICATION DATE

APPLICANT'S SIGNATURE

PLEASE NOTE

IF THE APPLICANT IS APPOINTED TO THE STAFF OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, ALL CERTIFICATES INCLUDING A CHARACTER REFERENCE FROM A RESPONSIBLE PERSON SUCH AS A CLERGYMAN, DOCTOR, LAWYER, ETC., MUST BE REGISTERED AS INSTRUCTED IN THE LETTER OF APPOINTMENT. THIS APPOINTMENT IS CONDITIONAL UPON PRESENTATION OF EVIDENCE OF (a) BASIC ONTARIO TEACHING QUALIFICATIONS, (b) MEDICAL EXAMINATION, AND (c) A TUBERCULOUS EXAMINATION TAKEN WITHIN THE PAST YEAR.

RETURN THE COMPLETED APPLICATION TO:

AREA SUPERINTENDENT OF EDUCATION,
SECONDARY STAFFING,
THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON,
P.O. BOX 558, HAMILTON,
ONTARIO, L8N 3L1

SUBSTITUTE TEACHING

IN

HAMILTON PUBLIC ELEMENTARY

SCHOOLS



Board of Education for the City of Hamilton

100 Main Street West,

527-5092

SUBSTITUTE TEACHING IN HAMILTON PUBLIC ELEMENTARY SCHOOLS

Qualifications Required

- (a) A Teaching Certificate issued by the Province of Ontario or
- (b) A Letter of Standing obtained from the Registrar, Ministry of Education, Mowat Block, Queen's Park, Toronto M7A 1L2, Ontario.

Only qualified teachers are employed for substitute teaching in the Elementary Schools.

Modus Operandi

The principal, notified by a regular teacher of her inability to teach, acquaints the Education Centre of his need for a substitute teacher by 7:45 a.m. He is at liberty to state his preference (if any) for a substitute whom he has found to be particularly effective. The Education Centre clerk-dispatcher phones the substitute, generally by 8:15 a.m. and invites her to furnish her services for the day. The substitute reports to the principal's office of the school to which she has been assigned.

Before leaving the school at the close of the day the substitute teacher checks with the principal about returning the next day.

It is the responsibility of the substitute teacher to advise the Education Centre, 527-5092 Ext.#291 before 5:00 p.m. on the completion of each assignment. Otherwise, the Education Centre is not aware that the substitute teacher is available for a further assignment.

Duties and Responsibilities

Regular school hours apply to all staff members including substitute teachers, i.e., 8:45 to 11:45 and 12:50 to 3:45 (alternative 1:00 to 4:00). It is recognized that it may be difficult for substitute teachers to reach the school on the first morning by 8:45 a.m.

2. Normally, it is desirable for the substitute teacher to follow the regular teacher's plan. However, owing to unfamiliarity with the material to be taught, or special programs which the class may be following, or even the absence of the plan book itself, this may be a difficult task. Substitute teachers, therefore, are strongly advised to have some carefully prepared appropriate lessons of their own which could be used on the first day and until an opportunity to size up the situation has occurred.

If the regular teacher's absence extends beyond a day or two, the substitute teacher should make up her own daily plans, all of which should be left for the regular teacher in order to provide continuity to the children's program. If the regular teacher is not too ill the substitute teacher may telephone her home occasionally in order to obtain ideas. However, the principal should be consulted before this is done.

3. Clear indication of the work covered either the regular teacher's or the substitute's should be left for the regular incumbent.
4. When desirable, notes may be entered in the pupils' notebooks if a sincere effort is made to follow the general plan, to supervise the work, and to check them carefully.
5. Each day's regular work should be marked and taken up, preferably during and following the work period. Do not leave unmarked work for the regular teacher when she returns.

6. It is expected that the substitute teacher will assume all the supervisory duties required of the regular teacher for that particular day or week, e.g., the supervision of corridors, exits, washroom or playground. The principal should be consulted regarding these duties.
7. The substitute teacher in a classroom for a short period should not record pupil attendance in the Daily Register unless requested by the principal. A note should be left in the Register regarding the absences or lates each day. Consult the principal about the Monthly Report. Either he or his clerk will likely assist in this matter.
8. While teaching it is important to keep the class busy and to supervise all pupils closely.
9. The room should be left in a tidy condition -- floors, chalkboards, chalktroughs, etc. It is desirable to co-operate in every way with the regular staff, including the caretaking personnel.
10. Regular teachers appreciate being informed of the department of pupils. The substitute teacher should not endure deplorable behaviour. If this occurs a note requesting the principal's assistance should be sent to the office.
11. Accidents and sickness should be reported immediately to the principal.
12. The principal should be consulted whenever a child or parent requests an early dismissal or when a request to transfer a child is made. In no case should the substitute teacher give a transferring child any school records, materials, etc.
13. Experience has proven that it is wise
 - not to raise your voice unnecessarily;
 - not to assign unprofessional or unrealistic tasks;
 - not to require pupils to write out "lines";
 - not to encourage "tattling" by placing a pupil in charge;
 - not to leave the class unsupervised;
 - not to leave pupils working in the classroom after you have left for the day.
14. The substitute teacher should always consult the principal before taking any unusual steps such as contacting a parent, initiating a collection, using unusual forms of punishment, etc.

Remuneration

Standard 1, 2 and 3 Certificate - \$52.70 per day
Standard 4 Certificate - \$64.42 per day

This rate of pay includes 4% vacation pay.

This is payable on the 15th of the month.

Before commencement of the initial assignment as a substitute teacher, it is necessary to complete certain forms in the Personnel Office, Education Centre, (5th floor).

The Board of Education for the City Hamilton

HAMILTON ELEMENTARY SCHOOLS 1985-1986

A. M. CUNNINGHAM 544-7771	LINDEN PARK 385-8360
100 Wexford Avenue South (C. Bunnell)	4 Vickers Road (G. Massey)
ADELAIDE HOODLESS 549-1339	LISGAR 389-1309
71 Maplewood Avenue (D. Ward)	110 Anson Avenue (F. Farley)
ALLENBY 525-8282	LLOYD GEORGE 544-1492
357 Hunter Street West (N. Elliott)	360 Beach Road (C. Boecker)
BENNETTO 526-7666	MEMORIAL 549-3095
444 Hughson Street North (D. Collins)	1175 Main Street East (W. Forde)
BUCHANAN PARK 387-5212	MOUNTVIEW 388-1677
30 Laurier Avenue (J. Parr)	59 Karen Crescent (J. Watt)
CARDINAL HEIGHTS 385-5344	PARKDALE 545-6216
70 Bobolink Road (P. McCarroll)	139 Parkdale Avenue North (G. Birch)
CECIL B. STIRLING 385-5374	PAULINE JOHNSON 388-1761
340 Queen Victoria Drive (K. Kemp)	25 Hummingbird Lane (G. Hobson)
CENTENNIAL 528-6341	PEACE MEMORIAL 387-5165
47 Simcoe Street East (Miss L. Evans)	75 East 36th Street (S. Thompson)
CENTRAL 522-9690	PRINCE OF WALES 544-3379
75 Hunter Street West (N. Elliott)	40 Lottridge Street (J. Diverty)
CHEDOKE 388-5833	PRINCE PHILIP 527-6512
500 Bendamere Avenue (R. Carle)	125 Rifle Road Road (M. Thomson)
COMLEY 385-7879	QUEEN MARY 547-0321
771 Limeridge Road East (Miss P. Gillie)	1292 Cannon Street East (B. Thomas)
DALEWOOD 528-8631	QUEENSDALE 387-5744
1150 Main Street West (A. Cranbury)	67 Queensdale Avenue East (R. Rabjohn)
DR. J. EDGAR DAVEY 522-2175	QUEEN VICTORIA 522-9347
99 Ferguson Avenue North (R. McPherson)	201 Walnut Street South (B. Mair)
EARL KITCHENER 528-0223	R. A. RIDDELL 387-3350
300 Dundurn Street South (R. Allan)	200 Cranbrook Drive (M. Pipe)
EASTMOUNT PARK 387-0172	RED HILL 561-1690
155 East 26th Street (K. Flegg)	300 Albright Road (Ms. S. Hildreth)
ELIZABETH BAGSHAW 561-9520	RICHARD BEASLEY 387-5655
50 Albright Road (C. Forbeck)	80 Currie Street (A. Puchalski)
FAIRFIELD 544-2932	RIDGEMOUNT 383-4432
1501 Barton Street East (P. Babcock)	65 Hester Street (L. Scott)
FERNWOOD PARK 383-3364	ROBERT LAND 527-1563
780 Ninth Avenue (Ms. C. Lane)	460 Wentworth Street North (J. Illman)
FRANKLIN ROAD 388-4731	ROSEDALE 549-4233
500 Franklin Road (I. McNaughton)	25 Erindale Avenue (L. Evans)
GEORGE L. ARMSTRONG 385-5337	ROXBOROUGH PARK 544-8821
460 Concession Street (M. Curtis)	20 Reid Avenue North (J. Mattys)
GEORGE R. ALLAN 522-0601	RYERSON 528-7975
900 King Street West (Ms. J. Cole)	222 Robinson Street (J. Reid)
GIBSON 544-0542	SANFORD AVENUE 528-8526
601 Barton Street East (P. Dear)	149 Sanford Avenue North (Miss J. Vineberg)
GLEN BRAE 560-6732	SENECA 385-3241
50 Secord Drive (K. Drake)	10 Abbington Drive (D. Oliphant)
GLEN ECHO 560-6630	SIR ISAAC BROCK 561-0814
140 Glen Echo Drive (Mrs. M. Rielly)	130 Greenford Drive (A. Windsor)
HAMPTON HEIGHTS 387-0411	STINSON STREET 528-0119
771 Tenth Avenue (R. Hopkins)	180 Grant Avenue (B. Wilson)
HESS STREET 527-1439	STRATHCONA 527-2470
107 Hess Street North (C. Scott)	10 Lamoreaux Street (Miss G. Mair)
HILLCREST 549-3076	THORNBRAE 387-5887
460 Melvin Avenue (J. Hewitt)	256 Thorner Drive (G. Massey)
HILLSDALE 549-6886	TWEEDSMUIR 522-9276
40 Eastwood Street (K. Shoesmith)	50 Victoria Avenue North (T. Buttle)
HOLBROOK 385-5369	VERN AMES 385-3239
450 Sanatorium Road (W. Russell)	205 Berko Avenue (Miss P. Gillie)
HUNTINGTON PARK 383-3305	VISCOUNT MONTGOMERY 544-5670
80 Kingslea Drive (S. Tabbert)	1525 Lucerne Avenue (A. Hannay)
INVERNESS 383-3366	W. H. BALLARD 547-1689
402 Upper Wentworth Street (G. Graham)	801 Dunsmure Road (J. Dowall)
JAMES MACDONALD 385-3267	WESTVIEW 388-1502
200 Chester Avenue (D. Mogg)	60 Rolston Drive (O. Burlanyette)
KING GEORGE 549-2224	WESTWOOD 383-2143
77 Gage Avenue North (G. Willett)	9 Lynbrook Drive (A. Scott)
LAKE AVENUE 561-0402	WOODWARD 545-8819
157 Lake Avenue North (K. Wallace)	575 Woodward Avenue (D. Trimble)
LAWFIELD 387-0062	
175 Berko Avenue (B. Wallace)	

SUBSTITUTE TEACHING
IN
HAMILTON SECONDARY SCHOOLS



Board of Education for the City of Hamilton
100 Main Street West,
527-5092

SUBSTITUTE TEACHING IN HAMILTON SECONDARY SCHOOLS

Qualifications Required

- (a) A Teaching Certificate issued by the Province of Ontario; or
- (b) A Bachelor of Arts Degree (general), or equivalent.

Certificated teachers are called on first for each teaching assignment. Since the roster of Certificated Teachers is fairly extensive, uncertificated persons are not called very frequently (except in the case of Vocational Schools).

Before commencement of the initial assignment as a substitute teacher, it is necessary to complete certain forms in the Personnel Office, Education Centre, (5th floor).

Modus Operandi

The Vice Principal (or Vocational Principal), informed by a regular teacher of his/her inability to teach, notifies the Education Centre before 7:45 a.m. He may request a preferred substitute whom he has found to be particularly effective. The Education Centre clerk-dispatcher telephones the substitute, generally by 8:15 a.m., and invites him/her to supply for the day. The substitute reports to the Main Office of the school for which the assignment is made--if possible, before 8:45 a.m.

Duties and Responsibilities

1. Regular school hours apply to substitutes as well as to regular staff members, ie., 8:45 a.m. until noon, and five minutes before the end of the lunch break to the end of the school day. The lunch break and school closing times vary from school to school, so the substitute must inquire at each to learn these details. It is recognized it may be difficult to reach the school by 8:45 a.m. the first day. On subsequent days it is expected.
2. Duration and sequence of periods varies from school to school, as does the system for signalling the beginning and end of a period. These matters should be ascertained at the beginning of a teaching assignment.
3. The substitute teacher should make his/her presence known to the Head of the Department in which he/she is working (Vocational Principal or Assistant). The Head will be able to furnish suggestions concerning the day's activities.
4. It is generally accepted practice that the absent teacher submits instructions for the activities of each class. These should be followed as closely as possible. Digressions from the planned material, or problems that arise should be noted and left for the regular teacher.

If the absent teacher has not left work assignments, or if the absence extends beyond a day or two, the substitute should work closely with the Department Head (Assistant to Principal in a Vocational school) to plan and teach lessons that will be of value to the students.

5. During each period, attendance and absences should be recorded. Computer cards are used for attendance recording, one for each period. Identification of classes is by a 5-digit number in the upper left corner--the right-hand digit showing the period number. Beside each student's name are five 'bubbles', one for each day of the week. During each period, record the absentees by blackening the appropriate bubble. If you are supplying on a Friday, send the whole bundle of marked cards to the Office, via student, shortly after the beginning of the last teaching period. (In the case of a Vocational school, substitute teachers are to check with the school office to determine the accepted practice of attendance-taking for that school.)
6. Communications to and from the Main Office are an integral part of the operation of a Secondary School. The substitute teacher should quickly familiarize himself/herself with the operation of the intercommunication system in the school.

7. Good classroom control marks the competent teacher. Classroom control means that nothing occurs in the classroom that the teacher cannot alter on request. Generally, students will work and will be co-operative if the teacher: appears organized, knowledgeable, interested, helpful, reasonable. A sense of humour is an advantage.
Generally speaking, classroom control is fostered by: beginning promptly, teaching the formal part of the lesson from the front of the room, letting the eyes sweep the whole class to see that all are paying attention, spreading questions throughout the class, moving around the class while the students are working, being alert for opportunities to aid students who are having difficulties, being alert for students who are not working. Do not leave students in a room unsupervised.
8. In the case where a student's behaviour is insolent, disruptive, or otherwise unacceptable, he/she should be spoken to firmly but quietly and politely on the first occasion. Acceptable behaviour should be outlined clearly. If the behaviour does not improve, the student should be told to report to the Office to speak to a Vice Principal. Immediately following this instruction, inform the Office over the P.A. of the name of the student being sent and a brief reason for the dismissal. (Each Vocational school has its own system for referral of discipline problems.)
9. If homework is being assigned, or if a test or assignments are due in the near future, the students should be informed clearly as to the requirements. Instructions spoken clearly, and written on the board, should leave no doubt in the minds of students about what is required. Completed tests and assignments should be left in the regular teacher's mailbox, however day to day work should be corrected.
10. If the substitution continues beyond one day, the substitute should check homework assignments to determine that they have been done, and that any problems that were encountered are cleared up. It is always worthwhile to begin a new lesson with a short review (3 to 5 minutes) of the material taken in the last lesson.
- Full time teachers are required to give a portion of their free periods to cover for other absent colleagues on the first day of their absence. Substitute teachers may similarly be called on to give up spare periods to cover for other absent teachers. (This may not be possible in our Vocational schools which are somewhat smaller.)
12. Accidents, sickness, or any other unexpected occurrence should be reported to the main Office as quickly as possible.
13. At the end of the morning or afternoon session, the room door should be left locked, the lights should be off, and the windows closed.
14. At the end of the assignment, notes should be left for the regular teacher indicating the work covered, problems encountered, the deportment of students, etc.
15. Where the substitution has been initiated on a one-day basis, the substitute should check with the Vice Principal at the end of the day about returning the next day. At this time, the sheet indicating the substitution for the day should be signed at the Main Office.
16. It should be noted that throughout this document "Vice Principal" should read "Principal or Assistant to the Principal" in Vocational schools.

Follow-Up

It is the responsibility of the substitute teacher to advise the Education Centre switchboard operator (527-5092) before 5:00 p.m. on the completion of each assignment. Otherwise, the Education Centre is not aware that the substitute teacher is available for a further assignment.

Remuneration

Qualified Teachers: Per Day - \$64.42
Uncertificated Teachers: Per Day - \$52.70

This rate of pay includes 4% vacation pay.
The regular pay date for supply teachers is the 15th day of the month.

HAMILTON SECONDARY SCHOOLS 1985-86

AINSLIE WOOD (Vocational) - 1015 Main Street West 527-4401
E. Lowrey, Principal; M. Sheppard, Voc.Ass't; S. O'Brien (Mrs.), Acad.Ass't.

ALBION (Vocational) - 350 Albright Road 561-1220
W.G. Horvath, Principal; H. Fullarton, Voc.Ass't; J. Webster, Acad.Ass't.

BARTON (Composite) - 75 Palmer Road 389-2234
M. Kilby, Principal; J. Morse (Mrs.), Vice-Principal; P. Simpson, Vice-Principal.

BRIARWOOD (Vocational) - 1842 King Street East 549-9722
M. Sager (Miss), Principal; J. Humphrey (Miss), Voc.Ass't; J. Luby, Acad.Ass't.

CALEDON (Vocational) - 60 Caledon Ave. 388-2521
K. Coltart (Miss), Principal; I. Ashworth (Miss), Voc.Ass't; S. Fox (Mrs.), Acad.Ass't.

CRESTWOOD (Vocational) - 50 Millwood Place 383-3371
A. VanFleet, Principal; S. Kostur, Voc.Ass't; B. Knowles, Acad.Ass't.

DELTA (Composite) - 1284 Main Street East 549-3031
M. Chantrell (Miss), Principal; L. Aurini, Vice-Principal; R. Binns, Vice-Principal.

GEORGES P. VANIER (French Language) - 50 Acadia Drive 387-6928
I. Massouh, Principal.

GLENDALE (Composite) - 145 Rainbow Drive 560-7343
C.B. Pounder, Principal; G. Rappolt (Miss), Vice-Principal; R. Williamson, Vice-Principal.

HILL PARK (Composite) - 465 East 16th Street 385-3257
L. Swan, Principal; M. O'Connor, Vice-Principal.

PARKVIEW (Vocational) - 60 Balsam Avenue North 545-5879
R. Zavitz, Principal; L. Pracsovics, Voc.Ass't; W. Gasparik, Acad.Ass't.

SCOTT PARK (Composite) - 1055 King Street East 547-2574
R. Leedale, Principal; G. Perrault, Vice-Principal.

SHERWOOD (Composite) - 25 High Street 383-3377
S. Oneschuk, Principal; D. Roppel, Vice-Principal.

SIR ALLAN MACNAB (Composite) - 145 Magnolia Drive 383-3337
D. Thorne, Principal; R. McQueen, Vice-Principal.

SIR JOHN A. MACDONALD (Composite) - 130 York Boulevard 528-8363
C.E. Lewis, Principal; S. Coombs, Vice-Principal; R. Knuckle, Vice-Principal.

SIR WINSTON CHURCHILL (Composite) - 1715 Main Street East 547-6415
W. Woodland, Principal; R. Cooke, Vice-Principal; P. Murphy, Vice-Principal.

WESTDALE (Composite) - 700 Main Street West 522-1387
J.D. Watson, Principal; K. Hall, Vice-Principal; J. Wilson, Vice-Principal.

WESTMOUNT (Composite) - 39 Montcalm Drive 385-5395
A. Robertson (Mrs.), Principal; D. Plant, Vice-Principal; M. Quinn, Vice-Principal.

Education Centre
100 Main Street West
Hamilton, Ontario
July, 1985

Dear Supply Teacher (Elementary Schools)

In preparation for the approaching school year, we are in the process of lining up those teachers who are interested in acting as substitute teachers when required in the elementary schools. Accordingly, we shall be grateful if you will kindly detach the form below; complete it and forward it to this office if you wish to place your name on the list of available teachers for supply teaching.

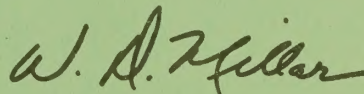
For the 1985-86 school year the remuneration will be \$52.70 per day (levels 1, 2, 3) or \$64.42 per day (level 4), subject to the usual deductions for superannuation, income tax, etc. These rates include 4% vacation pay.

It has been our experience that our need for substitute teachers is less than moderate in the fall term but is very heavy during the winter months. Mondays appear to require more substitute teachers than the other days of the week.

We are most grateful for the service rendered in the past by our substitute teachers' staff. Should you care to enlist for this work next year, we hope you will find the work challenging and rewarding.

Because of Ministry Regulations, we must have proof of a recent T. B. test, if you have not already forwarded one to the undersigned. We would appreciate receiving proof as soon as possible.

Sincerely,



William D. Millar
Area Superintendent of Education

WDM/dtg

DETACH AND RETURN IF INTERESTED

RE: SUBSTITUTE TEACHERS' STAFF

1985-1986

(Elementary Schools)

MS.

MISS

MRS.

MR.

Christian Name (Underline name used)

Surname

Address (Specify if OUT-OF-TOWN)

Telephone

Social Insurance No.

Postal Code

Year of Graduation from Teachers' College _____ Degree _____

Encircle grades preferred -- Jr. Kdgn., Sr. Kdgn., 1, 2, 3, 4, 5, 6, 7, 8.

Special subject areas preferred (Grades 7 and 8 only, except Opportunity)

Encircle -- Music, Art, Phys. Ed., History, Geography, Science, F/S, I/A, Opportunity

Do you have access to a car? Yes _____ No _____

Are you prepared to teach in any school in the city? _____

If you have preference of geographical areas, kindly state same. _____

Additional remarks, if any. _____

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Education Centre, P.O. Box 558, Hamilton L8N 3L1

July, 1985

DEAR SUBSTITUTE TEACHER: (Composite & Vocational Secondary Schools)

In preparation for the next school year, we are revising the list of persons interested in part-time employment as substitute teachers in the Composite and Vocational Secondary Schools. If you wish to be registered as available for supply work, please complete the form below and forward it to this office.

For the 1985-86 school year, the remuneration is \$64.42 per day for certified teachers and \$52.70 per day for uncertified teachers, subject to the usual deductions for superannuation, income tax, etc. These rates include 4% vacation pay.

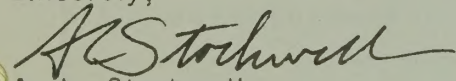
In order to teach for an extended period, Intermediate or Senior Division qualifications are required for grade 9 and 10 classes and Senior Division qualifications for grade 11, 12 and 13 classes.

It has been our experience that our need for substitute teachers is limited in the fall term, but heavy during the winter months.

Because of Ministry Regulations, we must have proof of a recent TB test. If you have not already forwarded one to the undersigned, we would appreciate receiving proof as soon as possible.

We are most appreciative of the service rendered in the past year by our substitute teachers' staff. Should you care to enlist for this work next year, we hope you will find the work challenging and rewarding.

Sincerely,



A. L. Stockwell

Area Superintendent of Education

/io

Detach and Return if Interested

RE: SUBSTITUTE TEACHERS' STAFF 1985-86 - (Composite & Vocational Secondary Schools)
 Miss _____
 Mrs. _____

 Ms. _____
 Mr. _____

Surname _____

Christian Name (underline name used) _____

Address (please specify if out-of-Hamilton) _____

Postal Code _____

Telephone _____

Social Insurance Number _____

University Degree _____

Basic Teaching Certificate

 Yes ☐
 No ☐

Type _____

Division _____

Subject Preference:

1. _____

3. _____

2. _____

4. _____

Are you prepared to teach in any school in the city? (please specify)

☐

Composite Secondary (Gr.9-13)

☐

Girls' Vocational Sec.

☐

Boys' Vocational Sec.

Is transportation by car available to you?

Yes ☐No ☐

When are you available? _____

The Board Of Education for the City Of Hamilton

OPERATIONS PANEL

CONFIDENTIAL

_____ SCHOOL

PRINCIPAL'S REPORT ON _____

DATES OF SERVICE
AS SUPPLY _____

GRADE/SUBJECT _____

TIMES LATE _____

Please return to:
W. D. Millar
Area Superintendent

	POOR	FAIR	AVERAGE	WELL ABOVE AVERAGE	EXCELLENT
1. Teaching					
2. Discipline and Management					
3. Forcefulness					
4. Working Spirit					
5. Attitude towards Suggestions					
6. Blackboard Work, Writing and Routine Duties					
7. Special Subjects: Art, Music, Physical Training					
8. Supervision of Pupils' Seat Work					
9. Pupils' Interest and Attention					
10. Relative Efficiency as a Supply Teacher					

REMARKS:

DATE: _____ 19__

PRINCIPAL'S SIGNATURE: _____

Note: This form is to be used by the Principal in reporting on the service of Supply Teachers. The data for the report are to be assembled after 3-4 day's service in the school. Only such topics are to be reported upon as the Principal finds opportunity to observe.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 01 07

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the Chief Executive Officers' Conference sponsored by OAEAO, to be held at Toronto, Thursday, 1986 01 30 to Friday, 1986 01 31, and that expenses be paid according to policy.

(b) That one Area Superintendent attend the "Managing Conflict: Organizational & Interpersonal, NTL Program" to be held at Washington, D.C., Sunday, 1986 04 06 to Friday, 1986 04 11, and that registration and expenses be paid according to policy.

(c) That the request of the Ministry of Education for the secondment of the Supervisor of Curriculum and Instruction (English) from 1986 04 01 to 1986 06 30 inclusive, be paid.

Superintendent of Curriculum and Special Services

(a) That up to \$3,000 be paid for full and partial registrations in order to have as many teachers, principals and Education Centre personnel as possible attend the 1985 "Career Symposium" to be held in Hamilton on Tuesday, 1986 04 08.

(b) That one Supervisor and one Consultant of Business Education attend the "Ontario Association of Business Educators' Annual Conference" to be held at Toronto, Thursday, 1986 02 06 to Friday, 1986 02 07, and that \$75 each be paid towards registration.

(c) That one Consultant of French Immersion attend the O.S.S.T.F. Provincial Conference for French Immersion Teachers" to be held at Toronto, Friday, 1986 01 31 to Saturday, 1986 02 01 and that registration and expenses be paid according to policy.

(d) That the Family Studies Supervisor attend "Teaching Students Through Their Individual Learning Styles Course" to be held at New York City, N.Y., Monday, 1986 07 07 to Monday, 1986 07 14, and that registration and expenses be paid according to policy.

(e) That one member of the Physical and Health Education Department attend the Annual Conference of the Ontario Recreation Society to be held at Hamilton, Thursday, 1986 02 13, and that the registration fee of \$90 be paid.

1945-1946
1947-1948
1949-1950
1951-1952
1953-1954

to the Commission and the
Executive Committee of the
Board of Directors

ANNEX

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954.

With reference to the matter of the 15th of June, 1954, I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

Supplementary Information and Details

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

I have the honor to acknowledge the receipt of the letter of the 15th of June, 1954, regarding the matter of the 15th of June, 1954, and to inform you that the matter of the 15th of June, 1954, is being handled by the Board of Directors.

Associate Superintendent of Curriculum and Special Services

(a) That up to two administrative officials attend the Ontario Association of Education Administrative Officials workshop "Strategies for Supervisory Officer Involvement in Appeal Boards and Tribunals" to be held at Toronto, Thursday, 1986 01 16 and Friday, 1986 01 17, and that each receive \$255 towards the cost of registration and expenses.

(b) That the Supervisor of Media Services attend the Ideashop Conference, sponsored by the Ontario School Library Association, to be held at Toronto on Thursday, 1986 01 30 and Friday, 1986 01 31, and that \$140 be paid towards the cost of registration and expenses.

(c) That the Supervisor of Media Services attend the Canadian Library Association Seminar, "Performance Appraisal" to be held in Hamilton on Friday, 1986 03 14, and that the registration fee of \$90 be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Registration of Children and Special Services

1. The purpose of the registration of children is to provide information to the Department of Education and to the public regarding the names, addresses, and dates of birth of all children born in the State of New York, and to provide information regarding the names, addresses, and dates of birth of all children who have been adopted in the State of New York.

2. The Department of Education shall maintain a register of all children born in the State of New York, and shall provide information regarding the names, addresses, and dates of birth of all children born in the State of New York.

3. The Department of Education shall also maintain a register of all children who have been adopted in the State of New York, and shall provide information regarding the names, addresses, and dates of birth of all children who have been adopted in the State of New York.

Respectfully submitted,

A. J. Brown,
Director of Education.

1986 01 07

The Chairman and Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: A.L.S.B.O. REPORT OF THE TASK FORCE ON HOLOCAUST STUDIES

In December, chairmen, directors and secretaries of ALSBO boards received a Report of the Task Force on Holocaust Studies which is attached to this report as Appendix A. The following action by member boards was requested by ALSBO through its Executive Director:

1. The Executive is asking the Member Boards to review the Report and recommendations of the Task Force on Holocaust Studies to see if action can be taken along the lines suggested.
2. If your Board is agreeable to implementing some or all of the recommendations, would you please provide ALSBO with that information so that we can advise the Curriculum Committee.
3. If your Board is currently developing units or curriculum materials on the Holocaust, or has already done so, would you please so indicate to ALSBO and advise us as to whether you are willing to make these materials available to other boards by listing them on the ALSBO Documents Exchange List.

Please Note:

Attached to the ALSBO report was a Report of the Curriculum Evaluation Team on Holocaust Studies, - Novogradsky, M., Wells, M. et al, which is available from C. McKague's office upon request.

Of the 11 recommendations, #'s 2 - 5 and the last 3 are directed toward member boards:

2. THAT the North York Board's curriculum unit on the Holocaust, the Toronto Board's units on the Holocaust and the document produced by the Facing History and Ourselves Foundation be made widely available to the ALSBO Member Boards for use in their schools;
3. THAT the ALSBO Curriculum Committee and the Executive Committee encourage the Member boards to review these four units on the Holocaust and to extrapolate from them the content that is most appropriate to the needs of the students studying in the Intermediate and Senior Divisions at all levels of difficulty;

4. THAT the Curriculum Committee survey the ALSBO Member Boards to ascertain which boards are currently developing units on the Holocaust and whether they are willing to share this material;
5. THAT the Curriculum Committee encourage the Member Boards to develop centrally located resources, both print and audio-visual, for use by teachers in teaching about the Holocaust.
9. THAT the ALSBO Executive strongly urge the ALSBO Member Boards to provide in-service training programs for teachers at the Intermediate and Senior Division levels prior to introducing a unit on Holocaust Studies into the curriculum.
10. THAT the ALSBO Member Boards provide in-service training opportunities for their trustees, supervisory officials, principals, consultants, co-ordinators, department heads/chairmen to alert them to the issues surrounding the teaching of the Holocaust, the probable response of teachers, parents and students to this unit and to the applicability of Holocaust Studies to teaching courses on race relations and other sensitive issues.
11. THAT the mandate of the ALSBO Task Force on the Holocaust be extended to enable the members, all of whom have expertise in teaching Holocaust Studies, to assist Member Boards, on request, to develop units on the Holocaust and to offer appropriate in-service training opportunities to their school staff and to their administrative personnel.

The Local Situation:

The programme department would welcome a unit of study dealing specifically with the Holocaust provided it is prepared by historians and specialists on that event in history.

At present, the following are in place and are part of programme offerings:

1. Senior Division: Origins of the Modern World:
Students study the origins and nature of twentieth century totalitarianism in general and Facism and Nazism in particular and in depth.
2. Senior Division: People and Politics:
This is a study of the history and development of modern movements in ideology and politics which have resulted in religious, racial and political persecutions of opposition and minority groups.
3. Intermediate Division: The Compulsory History Course:
This course includes smaller units of study of both world issues, including modern totalitarian theory and practices and developments in twentieth century Canada which involve political, religious and cultural prejudices.

4. The Values Education Department is currently at work, with considerable community involvement and participation, in the development of several units which deal with prejudice, race relations and human rights.
5. Relevant Audio-Visual Resources Owned by This Board
 1. Judgement at Nuremburg
 2. The World at War
 3. The Great Dictator
 4. Inside the Reich
 5. Nemesis
 6. Europe: Two Decades
 7. The Holocaust
 8. A New Germany
 9. Genocide
 10. The Road to Berlin

In Summary

We welcome any resources of an exemplary nature which will help deal positively and in a proactive way with instances of prejudice and persecution.

Our teachers tend to deal with political and cultural persecution as a world-wide phenomena; the Holocaust is but one, albeit striking, example.

Hamilton is a multicultural community and our teaching reflects this fact. We cannot and do not ignore racial and cultural issues and sensitivities.

Both geography and history teachers work closely with educational groups such as the:

- . United Nations
- . Physicians for Social Responsibility
- . SHAIR,...

and through the Values Education Department with the Ontario Human Rights Commission.

Recommendations

That the Hamilton Board of Education continue to address relevant political, social, racial and cultural issues through the appropriate courses developed in accordance with Ministry guidelines.

Prepared by: Jason Wong, History Supervisor
C. Waterman, Administrative Assistant to the Superintendent
of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

1. The first section of the report is devoted to a general survey of the situation in the country at the end of 1937. It is a very interesting and useful survey, and it is well worth reading.

2. The second section of the report is devoted to a detailed survey of the situation in the country at the end of 1937.

- | | |
|---|--|
| 1. The situation in the country at the end of 1937. | 2. The situation in the country at the end of 1937. |
| 3. The situation in the country at the end of 1937. | 4. The situation in the country at the end of 1937. |
| 5. The situation in the country at the end of 1937. | 6. The situation in the country at the end of 1937. |
| 7. The situation in the country at the end of 1937. | 8. The situation in the country at the end of 1937. |
| 9. The situation in the country at the end of 1937. | 10. The situation in the country at the end of 1937. |

3. The third section of the report is devoted to a detailed survey of the situation in the country at the end of 1937.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

4. The fourth section of the report is devoted to a detailed survey of the situation in the country at the end of 1937.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

THE ASSOCIATION OF LARGE SCHOOL BOARDS IN ONTARIO

REPORT

OF

THE TASK FORCE ON HOLOCAUST STUDIES

SUBMITTED

TO

THE ALSBO CURRICULUM COMMITTEE

September 14, 1985



THE UNIVERSITY OF CHICAGO PRESS

1997

10

THE UNIVERSITY OF CHICAGO PRESS

1997

10

THE UNIVERSITY OF CHICAGO PRESS

1997

BACKGROUND

At the May 1984 Annual General Meeting delegates considered the following resolution which had been put forward by the North York Board of Education:

"WHEREAS our country, Canada, prides itself on its multicultural heritage and our government is working continually to foster greater understanding of cultural relations in our schools and amongst heterogeneous communities that make up our great nation; and

WHEREAS the Government of the Province of Ontario has recently issued race relations legislation to combat racism and to promote harmony and goodwill among all its residents; and

WHEREAS the seeming growth of intolerance towards immigrant and ethnic groups, evidenced by the defacing of religious institutions and shrines and the denial of historic fact, point to a frightening increase in racial prejudice and hatred; and

WHEREAS to this end the North York Board of Education believes that Canadian students should be informed intelligently about the Holocaust in order that they may develop an understanding of that human catastrophe conceived in racism and hatred; and

WHEREAS the North York Board of Education is aware of the efforts of many school boards across Canada to encourage the study of the Holocaust, particularly efforts of the Toronto and North York Boards towards the development of curriculum materials on this topic; and

WHEREAS the North York Board of Education believes that through education tolerance and respect for individuals' differences and rights can best be promoted;

THEREFORE BE IT RESOLVED that ALSBO request the Provincial and Territorial Ministers of Education to incorporate studies of the Holocaust in the History, English and Social Studies curriculum for their respective jurisdictions; and

BE IT FURTHER RESOLVED that ALSBO obtain support from OSTC for this resolution."

Debate on this resolution was lengthy. Many of the delegates, while sympathetic to the intent of the North York Board's motion, felt that the resolution was too narrow in its focus. These trustees argued that there are many incidents of man's inhumanity to man which ought to be explored in the classroom as a way of teaching students about racism and race relations. Others suggested that the Holocaust should form the basis of a special curriculum unit since it is a relatively recent and extremely well-documented case of widespread racism. Since no immediate resolution of the debate was obvious, the delegates agreed to refer this matter to the Curriculum Committee for study.

At the 1954 Annual Meeting, the following resolution was adopted by the Board of Directors:

"Resolved, that the Board of Directors, in its capacity as the governing body of the Corporation, is authorized to take such action as may be deemed necessary to carry out the purposes and objectives of the Corporation, and to make such amendments to the Charter as may be deemed necessary to carry out the purposes and objectives of the Corporation."

At the 1955 Annual Meeting, the following resolution was adopted by the Board of Directors:

"Resolved, that the Board of Directors, in its capacity as the governing body of the Corporation, is authorized to take such action as may be deemed necessary to carry out the purposes and objectives of the Corporation, and to make such amendments to the Charter as may be deemed necessary to carry out the purposes and objectives of the Corporation."

At the 1956 Annual Meeting, the following resolution was adopted by the Board of Directors:

"Resolved, that the Board of Directors, in its capacity as the governing body of the Corporation, is authorized to take such action as may be deemed necessary to carry out the purposes and objectives of the Corporation, and to make such amendments to the Charter as may be deemed necessary to carry out the purposes and objectives of the Corporation."

At the 1957 Annual Meeting, the following resolution was adopted by the Board of Directors:

"Resolved, that the Board of Directors, in its capacity as the governing body of the Corporation, is authorized to take such action as may be deemed necessary to carry out the purposes and objectives of the Corporation, and to make such amendments to the Charter as may be deemed necessary to carry out the purposes and objectives of the Corporation."

At the 1958 Annual Meeting, the following resolution was adopted by the Board of Directors:

"Resolved, that the Board of Directors, in its capacity as the governing body of the Corporation, is authorized to take such action as may be deemed necessary to carry out the purposes and objectives of the Corporation, and to make such amendments to the Charter as may be deemed necessary to carry out the purposes and objectives of the Corporation."

On October 13, 1984 the resolution was presented to the ALSBO Curriculum Committee along with a recommendation that a small task force be established to study this matter and to recommend to the Committee and, subsequently, to the ALSBO Executive on the most appropriate content for a unit on the Holocaust - content which would reflect the intent of the North York Board's resolution - and on the best method of fulfilling the requirements of the resolution. The Curriculum Committee approved the recommendation as did the ALSBO Executive and a small task force was created.

THE TASK FORCE

Composed of trustees, curriculum officials, secondary school teachers and a representative of the Holocaust Remembrance Committee, the task force met five times to develop a response to the resolution. Early on, the B'nai B'rith League of Human Rights asked to name an observer to the task force since that organization is also working in this curriculum area and wished to avoid duplication of effort.

From the beginning task force members were aware that their job was not to write a unit on the Holocaust. This task has already been completed by both the Toronto and North York Boards of Education and others, such as the Scarborough Board of Education, are in the process of developing suitable curriculum material. No information was available on what boards in jurisdictions outside Metropolitan Toronto are doing in this area. It was assumed, however, that since the new Ministry of Education History guidelines include a reference to the introduction of a unit on the Holocaust, school boards would be writing their own unit, or borrowing one already developed for use in their schools.

Discussions at the first meeting of the task force were wide-ranging as the members attempted to find a way to fulfil their mandate. A number of possible focal points were identified: the need for a definition of "sensitive issue"; ways of using historic cases of genocide to generate among students questions on why such events take place and how they can be applied to today's situation vis-a-vis race relations; ways of using the Holocaust to explain the power of propaganda and the ability of people to be both victims and victimizers; the Holocaust as a jumping-off point for investigation of human tragedy including acts of genocide; the Holocaust and its universal applicability to situations where prejudice and injustice reign.

After much debate on the specific goals of their study, the task force members agreed to focus on two areas: (1) WHAT IS TAUGHT? (CONTENT); (2) HOW IS CONTENT TAUGHT? (METHODOLOGY).

WHAT IS TAUGHT?

The task force examined briefly the content of the units on the Holocaust that have been prepared by the Toronto and North York Boards respectively. A decision was made not to review and comment on this

On August 17, 1955, the Commission was presented with the report of the Committee on the Status of the Negro in the United States. The report was a comprehensive study of the Negro population in the United States, and it was a landmark document in the history of the Negro in America. The report was presented to the Commission by the Committee on the Status of the Negro in the United States, and it was a landmark document in the history of the Negro in America. The report was presented to the Commission by the Committee on the Status of the Negro in the United States, and it was a landmark document in the history of the Negro in America.

THE FACTS

The Commission on the Status of the Negro in the United States was established in 1946, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind.

The Commission on the Status of the Negro in the United States was established in 1946, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind.

The Commission on the Status of the Negro in the United States was established in 1946, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind.

The Commission on the Status of the Negro in the United States was established in 1946, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind.

THE FACTS

The Commission on the Status of the Negro in the United States was established in 1946, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind. The Commission was established to study the status of the Negro in the United States, and it was the first of its kind.

material in detail because a report is now available which evaluates the four curricula presently in use in those boards teaching Holocaust Studies. The report, prepared by staff of four Metropolitan Toronto Area Boards, critiques each unit from the standpoint of the rationale, its aims and objectives, content, and its strengths and weaknesses. The report (attached) focusses on the following units:

- (1) The Holocaust: A Series of Readings and Practical Strategies (Draft). Eleanor Gower, Toronto Board of Education; written for students studying Senior History at the Basic Level.
- (2) The Holocaust and Its Contemporary Implications: An Interdisciplinary Curriculum. Barbara Walther and Frank Bialystok, Toronto Board of Education; written for students studying at the Advanced Level, Grades 12 and 13.
- (3) The Holocaust (Draft). Alan Bardikoff, Roberta Charlesworth, Jack Gillett, Jane Greisdorf and Carol Hogg, North York Board of Education; written for students studying English at the Basic, General and Advanced Levels, Senior Division.
- (4) Holocaust and Human Behaviour. Margot Stern-Strom and William S. Parsons, Facing History and Ourselves Foundation, Inc., Brookline, Massachusetts; written for use as an interdisciplinary curriculum for students studying in the Intermediate and Senior Divisions at the Basic, General and Advanced Levels.

The task force is recommending these four units as excellent curricula on the Holocaust. In addition to exposing students to the specifics of the Holocaust - the historical context, how the world reacted to the Holocaust, concepts of victim, victimizer, scapegoat, bystander, prejudice, racism, use and abuse of power, survival, comparison of the Holocaust with other modern human tragedies - these curricula use the Holocaust to help students gain:

- * An understanding of the nature of prejudice and of methods used to gain acceptance of racism by societies.
- * Awareness that genocide is a threat to all humanity and can result in the destruction of a rich heritage of tradition and contribution.
- * An understanding of how modern technology can lead to the destruction of man and of the need for responsible control of technology for the benefit of man.
- * Awareness that injustices exist today and that toleration of these injustices encourages their growth.
- * An understanding of the student's own attitudes, values, experiences and expectations and of what is required of the student's own personal responsibility and sense of humanity as expressed in his/her decisions and actions.

The task force is encouraging the ALSBO Member Boards to review these four curricula with a view to adapting them to the needs of their own students.

...in the field of ...
...the ...
...the ...
...the ...
...the ...

...the ...
...the ...
...the ...
...the ...
...the ...

...the ...
...the ...
...the ...
...the ...
...the ...

...the ...
...the ...
...the ...
...the ...
...the ...

...the ...
...the ...

...the ...
...the ...

...the ...
...the ...

...the ...
...the ...

...the ...
...the ...
...the ...

...the ...
...the ...

RECOMMENDATIONS

1. THAT the ALSBO Curriculum Committee support the introduction into the curriculum in the Intermediate and Senior Divisions of a unit on the Holocaust to provide students with a modern example of man's inhumanity to man and a means of examining racism and race relations as they exist in the student's own community and in Canadian society as a whole;
2. THAT the North York Board's curriculum unit on the Holocaust, the Toronto Board's units on the Holocaust and the document produced by the Facing History and Ourselves Foundation be made widely available to the ALSBO Member Boards for use in their schools;
3. THAT the ALSBO Curriculum Committee and the Executive Committee encourage the Member Boards to review these four units on the Holocaust and to extrapolate from them the content that is most appropriate to the needs of the students studying in the Intermediate and Senior Divisions at all levels of difficulty;
4. THAT the Curriculum Committee survey the ALSBO Member Boards to ascertain which boards are currently developing units on the Holocaust and whether they are willing to share this material;
5. THAT the Curriculum Committee encourage the Member Boards to develop centrally located resources, both print and audio-visual, for use by teachers in teaching about the Holocaust.

THE MINISTRY OF EDUCATION

As noted earlier the new history guidelines published in draft form by the Ministry of Education contain a reference to the inclusion in the history program of a unit on the Holocaust. No specific content for such a unit is suggested, however. The task force believes that more boards would incorporate Holocaust Studies into their senior school, junior high school and secondary school curriculum if they were urged by the Ministry to tackle topics normally regarded as sensitive. The Ministry should be pressured to develop a resource document on the Holocaust similar to the documents that have been produced on Sex-role Stereotyping and People of Native Ancestry (PONA). This resource document should include a rationale on why it is important to teach about the Holocaust, a statement recognizing the sensitivity surrounding this issue, and goals and objectives for such a unit. By providing boards with a resource document rather than a course of study, the Ministry would give boards the flexibility they need to incorporate Holocaust Studies into the curriculum in a manner they deem acceptable.

1. The first step in the process of the investigation is the identification of the problem. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

2. The second step in the process of the investigation is the collection of data. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

3. The third step in the process of the investigation is the analysis of the data. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

4. The fourth step in the process of the investigation is the interpretation of the data. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

5. The fifth step in the process of the investigation is the presentation of the results. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

The Purpose of the Investigation

The purpose of the investigation is to identify the problem and determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case. The investigator must first identify the problem and then determine the scope of the investigation. This is done by the investigator who is assigned to the case.

RECOMMENDATIONS

6. THAT the Ministry of Education be encouraged to incorporate a unit on the Holocaust in its guidelines for courses in History, English, Law, People and Politics and Sociology.

7. THAT ALSBO urge the Ministry of Education to develop a resource document on the Holocaust similar to the documents prepared on Sex-Role Stereotyping and People of Native Ancestry (PONA);

8. THAT the Ministry be requested to include in this resource document suggestions for topics, reference material and statements such as those noted above as well as a list of the resources available in the province and elsewhere for teaching about the Holocaust.

HOW IS CONTENT TAUGHT (METHODOLOGY)?

Several key questions must be addressed by a board prior to introducing a unit on the Holocaust into the intermediate or secondary school curriculum. How, for example, does a board ensure that teachers give this unit the time and energy it deserves if it is to be a meaningful learning experience for students? Teachers facing an already tightly packed curriculum, will likely resist the addition of another topic into their course of study. Some teachers will see this issue as a particularly sensitive one and many will feel ill-equipped to teach such a topic. Still others will look at the Holocaust as a Jewish issue rather than as a human issue which has universal implications for the study of modern-day race relations, racism, prejudice, etc.

Other questions which the task force believes must be examined by boards include:

- How does the board prepare teachers for the range of reactions, emotions and questions that discussions on the Holocaust will generate among students? Student responses to in-class discussions are an important part of learning about the Holocaust. Teachers must be aware that in addition to the central themes, emphasis will have to be placed on using the unit to investigate the students' own racial and ethnic feelings.

- How does a board make teachers aware that they cannot be expected to provide answers to all the questions that students will pose? For many teachers, accustomed to controlling the learning experience, the prospect of open-ended discussion and questions that have no specific answers can be threatening. Teachers must learn how to handle the reactions and emotions that will be evoked and to appreciate that students' questions are a critical part of the learning process. Through the formulation of questions, students begin to piece together codes of behaviour, even negative behaviour, and to translate those codes to fit their own experiences.

The obvious answer to these concerns about the methodology of teaching Holocaust Studies is in-service training for teachers. Through seminars, workshops, discussions, boards can equip teachers to teach about the Holocaust regardless of their inexperience in teaching other sensitive topics. By learning how to take the Holocaust apart and

4. The Ministry of Education is responsible for the development of the curriculum in the various fields of knowledge, and for the selection of the textbooks to be used in the schools.

5. The Ministry of Education is also responsible for the selection of the teachers to be employed in the schools, and for the supervision of their work.

6. The Ministry of Education is also responsible for the selection of the schools to be established in the various parts of the country, and for the supervision of their work.

THE MINISTRY OF EDUCATION

The Ministry of Education is a government department which is responsible for the development of the curriculum in the various fields of knowledge, and for the selection of the textbooks to be used in the schools. It is also responsible for the selection of the teachers to be employed in the schools, and for the supervision of their work. The Ministry of Education is also responsible for the selection of the schools to be established in the various parts of the country, and for the supervision of their work.

Other questions which the Ministry of Education must be asked are:

- How can the Ministry of Education ensure that the curriculum is developed in a way which is suitable for the needs of the country?

- How can the Ministry of Education ensure that the textbooks selected are of a high standard of quality?

- How can the Ministry of Education ensure that the teachers selected are of a high standard of quality?

- How can the Ministry of Education ensure that the schools selected are of a high standard of quality?

- The Ministry of Education must also be asked to consider the following questions:

- How can the Ministry of Education ensure that the curriculum is developed in a way which is suitable for the needs of the country?

- How can the Ministry of Education ensure that the textbooks selected are of a high standard of quality?

- How can the Ministry of Education ensure that the teachers selected are of a high standard of quality?

- How can the Ministry of Education ensure that the schools selected are of a high standard of quality?

The Ministry of Education must also be asked to consider the following questions:

- How can the Ministry of Education ensure that the curriculum is developed in a way which is suitable for the needs of the country?

- How can the Ministry of Education ensure that the textbooks selected are of a high standard of quality?

- How can the Ministry of Education ensure that the teachers selected are of a high standard of quality?

- How can the Ministry of Education ensure that the schools selected are of a high standard of quality?

analyze its complexity, by identifying the players and thinking critically about the value of the Holocaust as a universally applicable lesson, the appropriateness of teaching this topic becomes evident.

The task force members, all of whom are experts in teaching Holocaust Studies, are convinced that in-service training is the key ingredient in gaining acceptance for the introduction of this unit in the curriculum. Resources to assist in developing and offering in-service programs are readily available not only through the task force members themselves, but through the many organizations located throughout the province which have staff available for this purpose. The task force members are prepared to offer their services as individuals or as a collective to any ALSBO Member Board wishing to provide in-service training for teachers of history, economics, English, social studies, science, art, or law.

Similarly, the task force is interested in developing in-service programs for administrators, principals, trustees, consultants, co-ordinators, department heads since it is this group which must lend active support and encouragement to those who will teach this unit.

RECOMMENDATIONS

9. THAT the ALSBO Executive strongly urge the ALSBO Member Boards to provide in-service training programs for teachers at the Intermediate and Senior Division levels prior to introducing a unit on Holocaust Studies into the curriculum.

10. THAT the ALSBO Member Boards provide in-service training opportunities for their trustees, supervisory officials, principals, consultants, co-ordinators, department heads/chairmen to alert them to the issues surrounding the teaching of the Holocaust, the probable response of teachers, parents and students to this unit and to the applicability of Holocaust Studies to teaching courses on race relations and other sensitive issues.

11. THAT the mandate of the ALSBO Task Force on the Holocaust be extended to enable the members, all of whom have expertise in teaching Holocaust Studies, to assist Member Boards, on request, to develop units on the Holocaust and to offer appropriate in-service training opportunities to their school staff and to their administrative personnel.

September 14, 1985

TASK FORCE ON HOLOCAUST STUDIES - MEMBERS

Trustee Fran Endicott (Toronto Board of Education), CHAIR

Trustee Ruth Reesor (York Region Board of Education)

Trustee Marjorie Manley (Toronto Board of Education)

Myra Novogrodsky, Assistant Co-ordinator, Social Studies (Toronto Board of Education)

Susan Soberman, Teacher, Sir Sandford Fleming Secondary School
(North York Board of Education)

Alan Bardikoff, Chair, Education Committee, Holocaust Remembrance
Committee

Ted Gordon, Assistant Superintendent of Curriculum and Program
(Toronto Board of Education)

Mariam Premier, B'nai B'rith League of Human Rights (Observer)

Lorraine Flaherty, ALSBO Executive Co-ordinator

THE HOUSE OF COMMONS

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

THE HOUSE OF COMMONS (HOUSE OF COMMONS, 1801)

The Chairman & Members
Education Management Committee
The Hamilton Board of Education

Ladies & Gentlemen:

RE: STUDENT CONFERENCES

The aim of student conferences is to provide students with an opportunity to interact with community resource people on a topic that is relevant to them and is of their choice. Ideally, the student conference should complement regular school programming, special curriculum needs and reflect the needs not only of the students, but also the community in which they live.

History of Student Conferences

Student conferences have been taking place on a formal basis since 1983. All student conferences involve:

- . a number of community agencies
- . a particular focus (usually law and citizenship)
- . a variety of topics and methods of presentation
- . a full day experience for all students of a particular school or cluster of schools
- . full staff, and where possible Home and School, parent and community participation.

A few of the student conferences that have been held are listed below:

- . The Law Belongs To You (1983, a cluster of Area 1 Junior and Middle Schools)
- . Dealing With Anger (1983, Prince of Wales K-8, using Scott Park and Parkview facilities during OSSTF P.D. day)
- . Teenagers, Law and Community (1984, Law conference at Sherwood Secondary including feeder schools, Highview and Hampton Heights)
- . Law Day At Delta (Apr. 1985, featured emphasis on social issues such as impaired driving)

The Dalewood Conference

The Dalewood Student Conference was but one aspect of the entire school program.

The Need

Last spring, the principal asked the Values Education Consultant to speak with his staff on Prejudice and Discrimination. Parents had some concerns about incidents of anti-semitism (This was being highlighted by the Keegstra and Zundel trials).

A meeting date was arranged; however, the strike intervened.

This past September, planning resumed and a proposal was prepared. (Appendix 1.0)

The following is a list of the names of the students who were present at the conference held on the 10th of November, 1951.

1. Mr. J. H. Smith

CONFERENCE PROGRAM

The aim of the conference was to provide students with an opportunity to discuss with their teachers the various subjects which they were studying at the time. The conference was held in the school hall and was attended by all the students and their teachers.

CONFERENCE RESULTS

The following are the results of the conference held on the 10th of November, 1951.

1. The following subjects were discussed:

- 1. The subjects of English, History, Geography, Science, and Mathematics.
- 2. The subjects of Art, Music, and Physical Education.
- 3. The subjects of Home Economics, and Social Studies.
- 4. The subjects of Languages, and Modern Studies.

A list of the subjects discussed is given below.

- 1. The subjects of English, History, Geography, Science, and Mathematics.
- 2. The subjects of Art, Music, and Physical Education.
- 3. The subjects of Home Economics, and Social Studies.
- 4. The subjects of Languages, and Modern Studies.

CONFERENCE CONCLUSIONS

The following are the conclusions of the conference held on the 10th of November, 1951.

THE FIRST

The first conclusion of the conference was that the subjects of English, History, Geography, Science, and Mathematics were the most popular subjects.

A second conclusion was that the subjects of Art, Music, and Physical Education were also popular.

This was because the subjects of Art, Music, and Physical Education were taught in a more practical way.

Working Together

After the presentation and some discussion, a committee was put together which included representatives of both the Dalewood staff and the P.A.M.M.S.* project, the principal and Values Education Consultant.

The theme and framework for the conference was established. Keynote speakers and workshop topics were brainstormed and evaluated with input from staff and students. Appropriate resource people were contacted and a conference brochure was designed, written and printed.

Monies to assist in providing funds to pay for the play, the guest luncheon, the juice break were secured from the Hamilton-Wentworth Regional Police Department, the City of Hamilton and the Area Superintendent. Dalewood Home and School contributed baked goods and the Multi-cultural Centre provided displays. Tasks were shared equally among committee members. Internal organization within Dalewood (student workshop selection, room assignments, community distribution of brochures parking...) were handled by the principal and his staff.

The day ran smoothly and was recognized by all who attended as a quality conference. Some coverage was provided by CHCH-TV.

Prior to and after the conference, the principal, his staff and the Values Education consultant received numerous positive comments from parents, community members and workshop leaders.

* Preparing Adolescents for a Multi Ethnic, Multi Racial Society

Student Conferences For 1986

Two student conferences are being planned for the spring of 1986. On March 5, 1986, a conference dealing with law, peace education and human rights will be held at Sir Allan MacNab Secondary School, while later in the spring, a middle school law conference will be held in Area six, using Sir Allan MacNab Secondary. In addition, Westmount Secondary may put together a conference some time in 1986.

Future Directions

While law has been a major and "safe" focus, the Dalewood Conference demonstrates that more sensitive topics can be handled. Such topics are:

- . anger
- . divorce
- . suicide
- . peer pressure
- . ethnic/racial discrimination
- . the disabled
- . loss
- . single parent families, etc.

All might be focal points for a student conference.

What is important is that community agencies are willing to co-operate with us to provide a quality program and principals and teachers are prepared to integrate appropriate Prepare, P.A.T.** and P.A.M.M.S. modules into their programs to ensure reinforcement and enhancement of learnings.

Student conferences provide an excellent profile for our system. The Dalewood brochure looks better than the other brochures mainly because its layout was done by our P.A.M.M.S. graphic artist, the brochure was typeset and printed in school colours. As well, comments were collected from leading citizens, both within and outside the Dalewood community. It is this kind of quality presentation followed by a tremendous effort on the part of the Dalewood staff that portrays our system in a positive light. The strength of our system continues to be our individual schools and the image they present to their communities.

**Preparing Adolescents for Tomorrow

Recommendation:

That this report be received for information.

Prepared by: S. Barrs, Values Education Consultant

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

It is important to note that the program is designed to provide a variety of services and facilities and is not intended to provide a complete program of services. The program is designed to provide a variety of services and facilities and is not intended to provide a complete program of services.

The program is designed to provide a variety of services and facilities and is not intended to provide a complete program of services. The program is designed to provide a variety of services and facilities and is not intended to provide a complete program of services.

Attaching Information for Review

Information:

This report is intended for information.

Approved by: J. Brown, Acting Director of Education
Submitted by: E. J. Brown, Superintendent of Schools
Approved by: E. J. Brown, Superintendent of Schools

100 Main Street West
Hamilton Board of Education
1986 01 07

To Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Meeting the Educational Needs of the Visible Minority Students

As a result of concern expressed by representations from the Caribbean Community, a committee of staff has been studying the educational needs of students from the Caribbean area.

As a result of this study, it was determined that there are needs that are not being met totally. These focus on identification, teacher in-service, and classroom teacher support. The enclosed is a summary of the activities of this committee and the directions that are recommended for this Board.

It is recommended:

1. That a consultant for English as a Second Language/Dialect be appointed on a half-time basis for a period of one year and that an evaluation be performed and submitted to the Board to determine future needs and directions prior to September, 1987.
2. That the attached model for EASL/D liaison service be approved for implementation.
3. That up to \$2000 be set aside for appropriate in-service of teachers in the area of visible minority needs.

Prepared by: Dr. Colin Pryor
Supervisor of Psychological Services

Submitted by: P. S. Beveridge
Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
455 FIFTH AVENUE
NEW YORK 17, N.Y.

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
455 FIFTH AVENUE
NEW YORK 17, N.Y.

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
455 FIFTH AVENUE
NEW YORK 17, N.Y.

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
455 FIFTH AVENUE
NEW YORK 17, N.Y.

It is recommended that the following be purchased for the New York Public Library, Astor Lenox Tilden Foundation, 455 Fifth Avenue, New York 17, N.Y.

The following is a summary of the activities of the Committee and the results of its work. The Committee was organized in 1957 and has since that time been engaged in a study of the problems of the New York Public Library, Astor Lenox Tilden Foundation, 455 Fifth Avenue, New York 17, N.Y.

1. That a committee be organized for the purpose of studying the problems of the New York Public Library, Astor Lenox Tilden Foundation, 455 Fifth Avenue, New York 17, N.Y.
2. That the committee be organized for the purpose of studying the problems of the New York Public Library, Astor Lenox Tilden Foundation, 455 Fifth Avenue, New York 17, N.Y.
3. That the committee be organized for the purpose of studying the problems of the New York Public Library, Astor Lenox Tilden Foundation, 455 Fifth Avenue, New York 17, N.Y.

Respectfully,
Director of the New York Public Library, Astor Lenox Tilden Foundation

Respectfully,
Director of the New York Public Library, Astor Lenox Tilden Foundation

Respectfully,
Director of the New York Public Library, Astor Lenox Tilden Foundation

MEETING THE EDUCATIONAL NEEDS OF VISIBLE MINORITY STUDENTS

RE: CARIBBEAN DIALECT

Background:

A Committee composed of representatives from the Separate School Board, the Peel Board, the Haldimand Board, McMaster University and our own staff and representatives, has been reviewing the needs of visible minority students. Specific focus centred on those Caribbean students who require assessment and support on arrival in this country. In addition to its permanent members the Committee has made use of expertise within the Hamilton community and in the Ministry of Education. The Committee has met on nine occasions since June of 1984.

Need:

The Committee was formed as a result of representation from the Caribbean community in Hamilton who indicated that some students were experiencing extreme difficulty in adapting to the demands of the school system. Meetings with the Director, the Superintendent of Special Services and the Department Heads of Guidance, Psychological and Adjustment Services substantiated the concerns expressed in the community that students with linguistic and experiential differences were in need of more support. Accordingly, Dr. Pryor was instructed to form a Committee to examine the assessment and support of visible minority students whose dialect and background decreased the probability of successful adaption to the school system. It was envisaged at the beginning that some 20 to 30 students would require

such support. Further analysis and study revealed some variability in this estimate in that not all students require the same measure of support showing varying degrees of need, from complete withdrawal to minimum involvement requiring only yearly interview and monitoring. It would seem clear on the termination of the Committee that at least 10 students in the system (on a yearly basis) would require intensive support while at least double that number would require tracking and partial intervention in the regular classroom.

Beyond the need to assess and support individual students the committee was instructed to review teacher support in respect to training for the E.S.L. and regular classroom teacher. To summarize, need was identified by Board officials and the Caribbean community in respect to

- The identification and support of specific students entering the system from the Caribbean.
- The training and support of E.S.L. teachers prior to and following certification. Such training to directly address those concepts and practices which would assist students with dialect difficulties.
- The training and sensitization of regular classroom teachers.

Committee Recommendations:

In response to the needs identified above the Committee made recommendations in the area of teacher training to the Ministry of Education (Appendix I) General teacher in-service (Appendix II) and Assessment and Support (Appendix III). Briefly, the Committee has noted that standard procedures and general methods are not appropriate in the assessment of children whose dialect effectively denies them understanding of standard English. The Committee has, therefore, proposed that assessment be considered as an on-going process which should be centred in the regular classroom. Such assessment may be expected to require the

each student. Further analysis and study revealed some variability in this
response in that not all students require the same measure of support during
writing stages of work. Some students withdrew to writing involvement
requiring only minor direction and encouragement. It would seem that on the
basis of the Committee's report at least 10 students in the system have a
writing level which requires intensive support while at least double that
number would require only minor and partial intervention in the regular class-

room. The need to assess and support individual students in the
writing process was emphasized as having greater impact on writing in writing for the
E.L.L. and regular classroom students. In summary, more and more emphasis is
being placed on the Committee's findings in regard to

•The identification and support of gifted students
entering the system from the Committee.

•The training and support of E.L.L. teachers in the
writing process. The training is
directly related to the needs of students who
write across the curriculum.

•The training and support of regular classroom
teachers.

Committee Recommendations

In response to the needs identified above the Committee made recommendations
in the area of teacher training in the history of education (Appendix 1) and in the
writing process (Appendix 2) and Assessment and Support (Appendix 3). Briefly,
the Committee has noted that writing processes and general methods are not
appropriate in the assessment of children whose abstract symbolic logical mathematical
skills are not yet developed at a sufficient level. The Committee has, therefore, proposed
that assessment be conducted as an ongoing process which should be carried
in the regular classroom. Such assessment may be expected to require the

support of a specialized teacher and the education of the classroom teacher.

Board Action:

Only in relation to a specific model for assessment and support of the individual student (Appendix III) is immediate action and funding required from the Board. Briefly, it is proposed that a half-time position be created for the E.S.L. Program to assist in the identification of students who enter the mainstream from the Caribbean. This position would allow the co-ordination of classroom assessments and would involve the E.S.L. Program in a consultative role to regular classroom teachers.

The Assessment Model in Detail:

For the Committee's information, a diagram is attached which illustrates the model. Briefly, students from the Caribbean would automatically be placed in their home school. Following placement and upon referral from the classroom teacher, the E.S.L./D. teacher would initiate assessment in the home school setting. Such assessment would involve the collection of data from the teacher, interview with the E.S.L./D. teacher, and compilation of all relevant school records. Following a period of three weeks, the information would go forward for validation of need by the E.S.L./D. teacher, Principal, and other relevant consultants. Validation of need might be expected to result in regular class placement without withdrawal, regular class placement with withdrawal, or regular placement in an E.S.L./D. setting. The usual procedures for monitoring a student's progress would be implemented both for students in the E.S.L./D. setting and students in the regular classroom. It is expected that from initial identification to final educational placement, nine weeks would elapse. It is clear that the role of the E.S.L./D. consultant is central to the identification and placement of such students. It would not be possible for the Psychology Department to execute such identification as the initial interview

support of a specialized teacher and the education of the classroom teacher.

Basic Design:

First, the relation to a specific area of assessment was subject of the individual student diagnosis. It is immediate action and finding answers from the data. Secondly, it is important that a self-time position be created for the E.S.L. Program to assist in the identification of students and their needs. This position would allow the co-education of classroom assessments and would involve the E.S.L. Program in a consultative role to regular classroom teachers.

The Assessment Model in Detail:

For the teacher's information, a diagram is attached which illustrates the model. Briefly, students from the classroom would voluntarily be placed in their home school. Following placement and upon referral from the classroom teacher, the E.S.L. teacher would provide assistance in the home school. Such assessment would involve the collection of data from the teacher, interview with the E.S.L. teacher, and completion of all relevant school records. Following a period of time when the information would be shared for utilization of data by the E.S.L. teacher, regular, irregular, and other relevant characteristics, utilization of past records for evidence to assist in regular classroom placement without attachment, regular class placement with attachment, or regular placement in an E.S.L. setting. The above procedures for monitoring a student's progress would be implemented upon the student in the E.S.L. setting and students in the regular classroom. It is expected that this initial identification to final educational placement, data would allow it is clear that the role of the E.S.L. teacher is central to the identification and placement of such students. It would not be possible for the Psychology Department to acquire such identification as that initial behavior

with the student and the assessment of the student's special language needs requires an expertise which is specific to teachers with an E.S.L./D. background.

In summary, the creation of a half-time position proposed is the practical implementation of a new assessment model to serve students from the Caribbean. It is also expected that the position and model would be applicable to other ethnic groups whose English is problematic in that it reflects dialect or a mixture of English and another language. In a sense, the question of educational setting is easily resolved when the child owns no English and is immediately placed in an E.S.L. setting. Difficulty arises when the child's English allows entry into the normal school setting but handicaps the child's ability to learn. For these children, the teacher needs support at the classroom level. E.S.L. services have, therefore, to assume a consultative role. Such consultation may, on many occasions, avoid the necessity of withdrawal to a separate class, thereby, saving the Board expense and, more importantly, the student - the disturbance of removal from the mainstream.

with the children and the assessment of the children's special language needs.
The children which is specific to children with an E.S.L. background.
In addition, the children of a half-sister mentioned in the
interview (and mentioned in a new assessment) noted an acute awareness from the
children. It is also expected that the children and noted would be able to
to other ethnic groups whose English is insufficient in that it reflects a lack
of a command of English and another language. In a sense, the children of
children, and they are being viewed when the child has no English and is
mentally placed in an E.S.L. setting. Difficultly arises when the child's
English skills are not the same as the school setting but perhaps the child's
ability to learn. For these children, the teacher needs support at the classroom
level. E.S.L. services need, therefore, to ensure a communicative level. Each
communication may, on any occasion, avoid the necessity of withdrawal to a
separate class. Perhaps, seeing the need to ensure that, more importantly, the
child - the children of children from the assessment.

IN-SERVICE CURRICULUM OUTLINE FOR E.S.L. TEACHERS

Tyrone Childs
Michael Webber

Rationale

Fundamental to the course curriculum is the fact that the social experiences and language, which immigrant students bring to the classroom, have to be considered valid and significant and that they can be used as a springboard towards increasing students' proficiency in Standard English which, in turn, should lead to a fuller participation in Canadian schools and society.

The curriculum should highlight the experience of immigrant students and encourage teachers to engage in activities which will allow students to introduce their past and present realities into the learning context.

Aims

1. To help teachers identify and alter the specific language patterns that prevent students from communicating in a variety of Canadian contexts.
2. To add standard English forms to the E.S.L. students' dialect or native language in order to extend their oral and written communication.
3. To help students, through the process of language development to explore and expand their concept of North America and the world.
4. To offer teachers, students and parents emotional support and/or guidance to meet individual needs.

Topic III - Educational Practical/Philosophies

1. Teacher and Child.

* Contrasting the Caribbean and Canadian patterns of interaction between teacher and child in the classroom, noting the relative infrequency of verbal intercourse in the Caribbean and the hesitancy of Caribbean children to initiate dialogue.

2. Teacher and Parent.

* The recognition that each has a distinct role to play in the education of the child. Parents seldom come. Parents hold teachers in great regard and accept the decisions of the school unquestioningly.

E.S.L. - CERTIFICATION COMPONENT

Visible Minorities (Caribbeans) A PROPOSAL

This component should comprise an understanding of the social milieu from which the student has come.

Topic I - Language Patterns: Part I

1. An introduction to samples of colloquialisms that are used from day to day.
 - * Here, the presenter will attempt to familiarize student teachers with not only common Creole Language patterns but also their Canadian interpretations.
 - * Student teachers should be expected to practice with these patterns, orally, in order to facilitate future interpretations.
2. Colloquialism in education practices (rationale and application as per #1 above).

Topic II - Language Patterns: Part II

1. Writing and Speaking Skills.
 - * Emphasis should be directed to the fact that often the student from the Caribbean possesses two distinct communication skills in the form of Speech and Writing; and that the true test of a student's facility with the language may lie in his/her written presentation rather than his/her oral communication.
2. Language as it applies to different socio-economic stratas.
 - * More often than not, the Canadian school system comes into contact with vast differences in language patterns, skills, accents, etc., and that even students from the very same country (island) fall into distinct socio-economic stratas (urban or rural) which affect their speech patterns, formal or informal speech, and ability to comprehend the written or spoken word.
 - * Teachers should be alerted to pay some attention to the background and status of the students, not to draw negative conclusions but to be alerted to the fact that in terms of the spoken word, the child from the Caribbean may be completely at home in the Canadian school system.

Topic III - Educational Practices/Philosophies

1. Teacher and Child.
 - * Contrasting the Caribbean and Canadian patterns of interaction between teacher and child in the classroom, noting the relative infrequency of verbal intercourse in the Caribbean and the hesitancy of Caribbean children to initiate dialogue.
2. Teacher and Parent.
 - * The recognition that each has a distinct role to play in the education of the child. Paths seldom cross. Parents hold teachers in great regard and accept the decisions of the school unquestioningly.

E.2.2. - Certification Committee
Writing Portfolio (Continued)
A. Portfolio

This document is to be completed as a part of the portfolio of the student's work.

Part I - Language Portfolio

1. The student is to complete the portfolio of the student's work.

2. The student is to complete the portfolio of the student's work.

Part II - Language Portfolio

1. Writing and Speaking Skills

2. The student is to complete the portfolio of the student's work.

3. The student is to complete the portfolio of the student's work.

4. The student is to complete the portfolio of the student's work.

5. The student is to complete the portfolio of the student's work.

Part III - Language Portfolio

1. Reading and Writing

2. The student is to complete the portfolio of the student's work.

3. The student is to complete the portfolio of the student's work.

4. The student is to complete the portfolio of the student's work.

Topic III - Educational Practices/Philosophies (Continued)

3. Reward and Punishment.

- * School discipline is enforced strictly. Corporal punishment is still an important, well used motivator in many countries (islands). Parents support its application. Rewards in the form of prizes, etc., are often well used. The use of verbal stimuli (both positive and negative) is also in evidence.

4. Teaching Methods (Didactic vs. Socratic).

- * In primary education, especially, teachers employ the didactic method. The discovery method and scientific methods are relegated to better run secondary schools and colleges.

5. The emphasis of Math, Language, Spelling, and Reading. The de-emphasis of Formal Music, Science, etc.

6. The importance of the common entrance examination and post-primary education. (See #5 above)

7. Samples of course outlines and texts as they relate to the above.

Topic IV - The Child in Society

1. Parent and Child / Child and Child.

- * Interaction between these significant groups noting the authoritarian role of parents generally. (See Teacher and Child above)

2. The Extended Family and the Child.

- * Noting the presence of such influences on the child and his/her inferior position in an "extended" pecking order.
- * Noting also the many positives that result from the security of several significant 'others'.

3. The Re-united Family.

- * Noting the significance of marital ties, e.g., step-parents, common-law relations, etc.

4. Socio-economic strata and differences in child rearing practices.

Topic V - Some Sociological Issues.

1. Class interactions.

2. The changing face of inter-strata relations.

1. Results and Discussion

Results of the 11th grade are presented in Table 11. The results show that the 11th grade students performed significantly better than the 10th grade students in all three areas of the test. The results also show that the 11th grade students performed significantly better than the 10th grade students in the area of the test that was most difficult for the 10th grade students.

2. Testing Methods (Statistical Analysis)

In order to determine if the differences between the 10th and 11th grade students were statistically significant, a t-test was conducted. The results of the t-test showed that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

The results of the t-test are presented in Table 12. The results show that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

The results of the t-test are presented in Table 12. The results show that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

3. Summary of results and conclusions for the 11th grade

Table 12 - The 11th grade results

1. Results and Discussion

Results of the 11th grade are presented in Table 12. The results show that the 11th grade students performed significantly better than the 10th grade students in all three areas of the test.

2. Testing Methods (Statistical Analysis)

In order to determine if the differences between the 10th and 11th grade students were statistically significant, a t-test was conducted. The results of the t-test showed that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

The results of the t-test are presented in Table 13. The results show that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

3. Summary of results and conclusions for the 11th grade

The results of the t-test are presented in Table 13. The results show that the differences between the 10th and 11th grade students were statistically significant in all three areas of the test.

4. Results and Discussion

Table 13 - The 11th grade results

1. Results and Discussion

2. Testing Methods (Statistical Analysis)

METHODOLOGY

1. Recommended Readings:

W. Indian Authors - Sociology

2. Filmstrips and Audio Visuals:

Children/Schools/The Environment

3. Lecture Series (See Page 1)

4. Practicum:

As related to 3, 6, and 7.

5. Essays/Critiques:

As related to 1, 2, and 3 above.

6. Communication Lab:

e.g., Ref: The Communication Lab, Clark et al.

7. Interviewing Skills:

e.g., Ref: The Helping Interview, Benjamin.

Appendix A

1. Background and Scope
2. Introduction and Scope

3. Literature Review
4. Methodology and Data

5. Results and Discussion

6. Conclusion
7. References

8. Appendix A: Data Tables
9. Appendix B: Figures

10. Appendix C: Glossary
11. Appendix D: Index

12. Appendix E: Acknowledgments
13. Appendix F: Author Biographies

IN-SERVICE

An important thing to remember when "sensitizing" Teachers is that the Teachers themselves must be handled with sensitivity and not in an accusative manner.

The workshop leaders must be sympathetic to the plight of Teachers who are attempting to respond to the needs of Caribbean (Visible Minority) youngsters. Teachers should be placed in comfortable, non threatening groups where they will be less embarrassed should they discover that they have misconceptions and/or even prejudices which they had not recognized previously.

AIMS

1. To educate ALL STAFF about such things as culture, class system, "backwoods" lifestyle (of some), education system, customs and especially language, (including body language), of the VM student.
2. To open up communications between VM homes and our schools.
3. To enlighten staff about the effects of name calling, stereotyping etc., on the VM child.

METHOD

There are several ways to attempt to reach these aims:

I PA DAYS

Workshops, using components of the ESL-Certification Components-Visible Minorities (presented to committee October 10, 1985)

Sessions on each of the four topics in the above noted report would be useful

II SPECIAL PA DAY

An entire day devoted to familiarizing Teachers with VM children (this could be broadened to include other ethnic groups)

- A The Keynote Speaker should be a dynamic person who can impress upon the Teachers, the need to understand and be sensitive to VM children
- B The group sessions should be "intimate" and have Caucasian Facilitators with whom the Teachers can feel comfortable
(In my discussions with people from other Boards, it was stressed that the Facilitators should not only possess expertise where VM children are concerned, but must use humour and examples of themselves and their insensitivities)
Some of the exercises in our ValuesEducation Programme may be useful in bringing out unconscious prejudices and/or stereotypes

III WORKSHOP SERIES (3 or 4) (3:30 - 5:30 or 6:30)

A General Information

Focusing on the Aims referred to in this report

B/C Task

Practical exercises re: testing, identification of dialect vs learning problems, Teacher listening skills etc.

Group setting

Projects - either individual or small groups to be done between classes and discussed at the following session

C/D Conclusion

Bring all aspects of workshop together

Support which is available in our Board and elsewhere, literature, even recommendations for Administrators

IV SPECIAL IN-SERVICE

In schools where there is a high ratio of VM students, it may be appropriate to have special in-service in that school or the family of schools .

Resource personnel from other Boards should be brought in to share ideas and experiences.

In crisis situations we should continue to work with the Human Rights Commission but we should have staff within this Board who are well versed in the sensitivities of VM communities.

V

READING MATERIAL

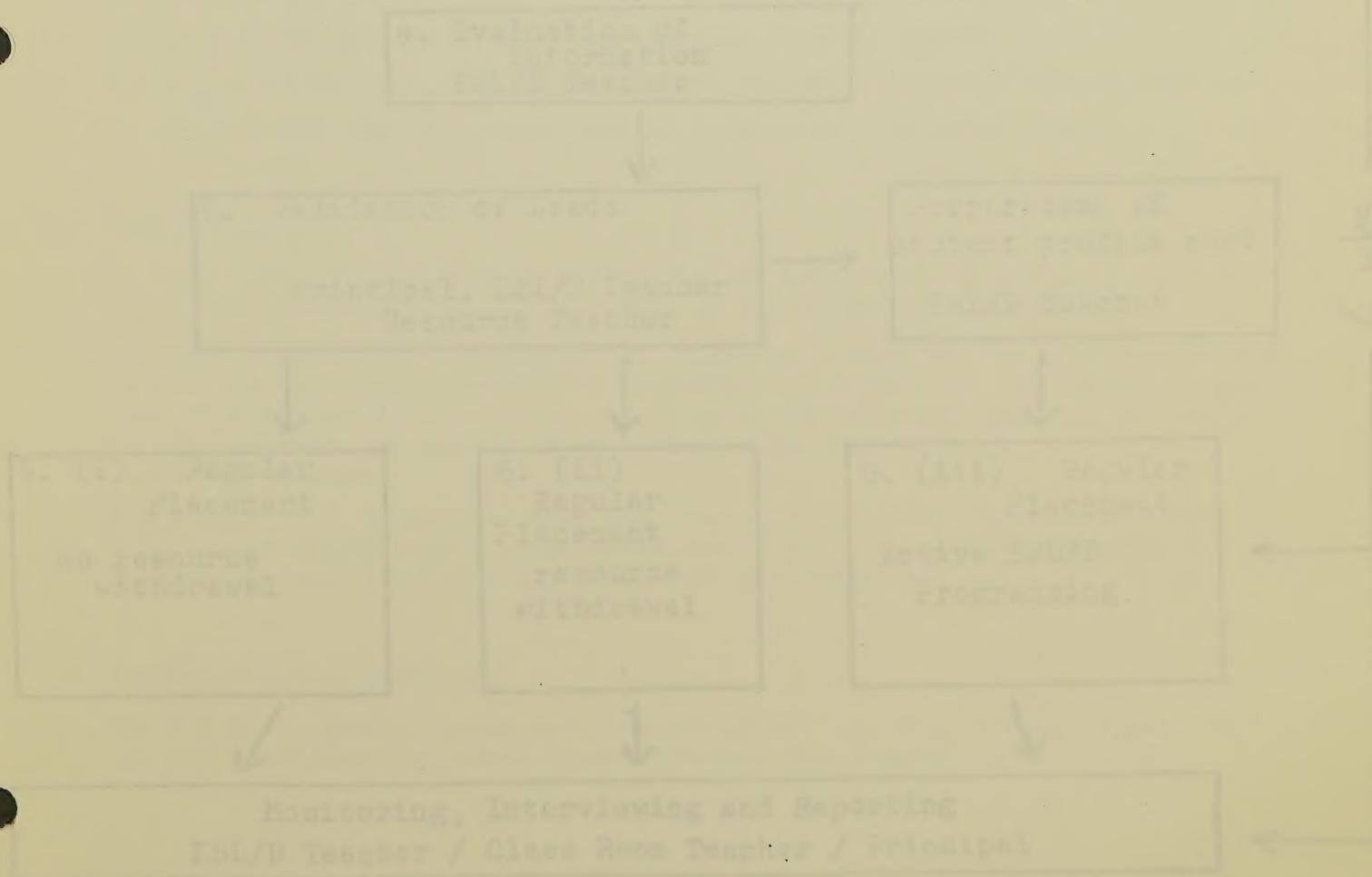
Teachers should be made aware of the reinforcement of stereotypes and prejudices which are in literature and its effect on VM children.

While we can not censor all of these books, there may be times when certain books are not appropriate because of the make up of the class.

(It may be wise to review A/V material in the same manner)

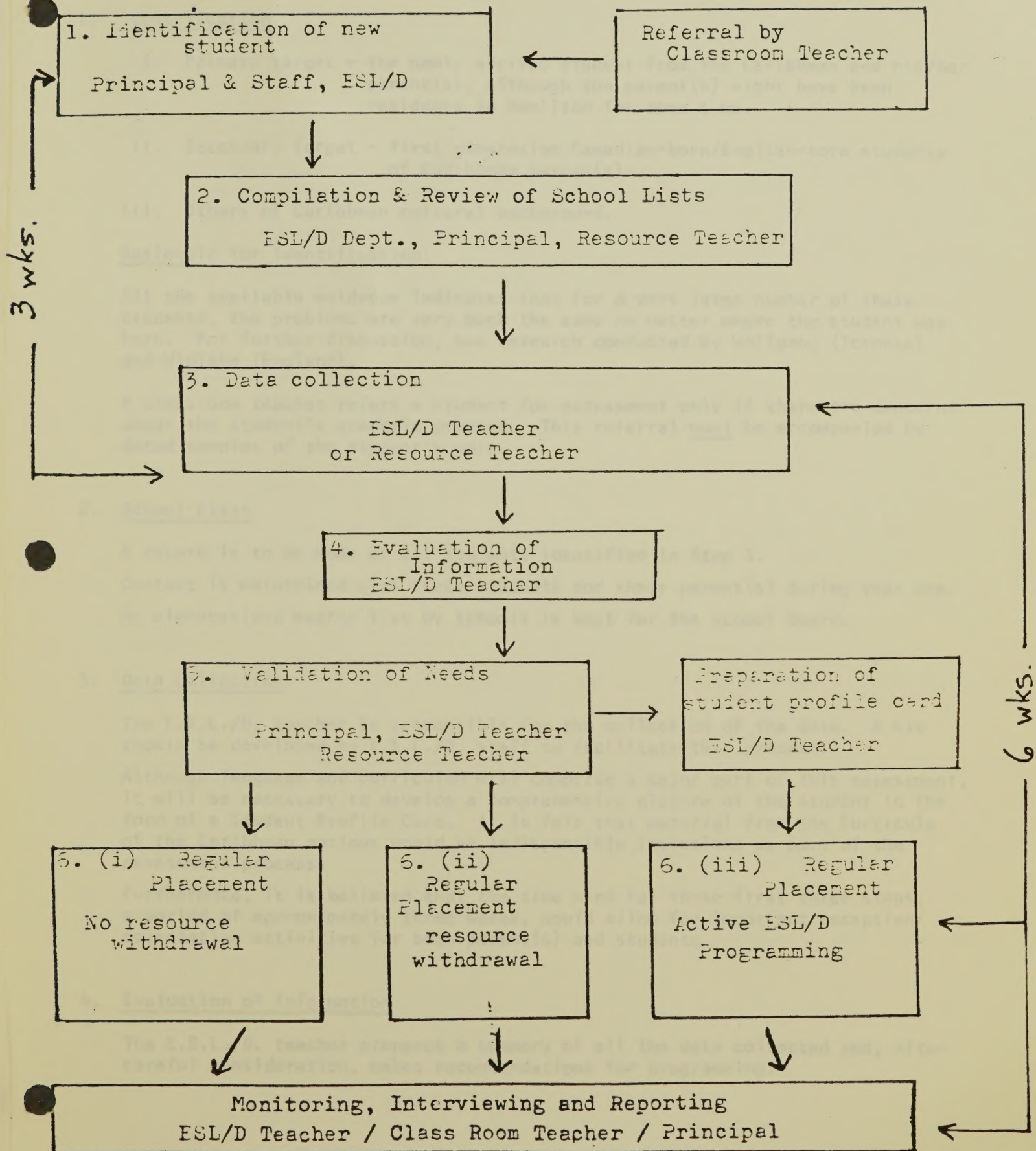
MODEL FOR E.S.L./D. SERVICE

This proposal reflects the belief that Caribbean students needing assistance be identified in the shortest possible time in order to decrease the probability of alienation and increase the identification of the student with the education system. The goal of such intervention would be the assessment of the child's intellectual strengths and language characteristics and the acquisition of those academic skills appropriate to the mainstream.



MODEL FOR ESL/D SERVICE

"LIAISON"



MODEL FOR E.S.L./D. SERVICE

1. Identification

- i. Primary target - the newly arrived student from the Caribbean and his/her parent(s), although the parent(s) might have been residents in Hamilton for some time.
- ii. Secondary target - first generation Canadian-born/English-born students of Caribbean parent(s).
- iii. Others of Caribbean cultural background.

Rationale for Identification:

All the available evidence indicates that for a very large number of these students, the problems are very much the same no matter where the student was born. For further discussion, see research conducted by Wolfgang (Toronto) and Widlake (England).

A classroom teacher refers a student for assessment only if there are concerns about the student's academic program. This referral must be accompanied by dated samples of the student's work.

2. School Lists

A record is to be made of all students identified in Step 1. Contact is maintained with these students and their parent(s) during year one. An alphabetized master list by schools is kept for the school Board.

3. Data Collection

The E.S.L./D. teacher is responsible for the collection of the data. A kit should be developed by E.S.L./D. staff to facilitate this process.

Although language and curriculum will comprise a major part of this assessment, it will be necessary to develop a comprehensive picture of the student in the form of a Student Profile Card. It is felt that material from the Curricula of the Caribbean nations would be indispensable inclusions as part of the assessment process.

Furthermore, it is believed that the time used for these first three steps, a period of approximately three weeks, would allow for important reception/orientation activities for both parent(s) and students.

4. Evaluation of Information

The E.S.L./D. teacher prepares a summary of all the data collected and, after careful consideration, makes recommendations for programming.

5. Validation of Needs

Validation for E.S.L./D. service should occur through an In-School Review Committee or other established procedures. If the decision is to provide E.S.L./D. service, O.S.R. cards will be maintained as per guidelines.

6. Educational Provisions

- i. If the evaluation of data indicates that the student attend regular program only, there should be one follow-up review/report.
- ii. If the student is slightly off stream, there would be insufficient grounds for active E.S.L./D. programming. Instead, the E.S.L./D. teacher could provide one or two sessions per week.
e.g., The student goes to the E.S.L./D. teacher to have work explained or problems discussed, etc.
In this way, the student's progress is monitored.
- iii. A program is developed for those students who need active programming. If possible, students should be grouped according to need. This enables the E.S.L./D. teacher to better use his/her time.

On-going communication with the regular classroom teacher is of vital importance in order to best meet each student's needs.

The E.S.L./D. teacher prepares a separate report, indicating the specific skills taught during the term/semester and the progress made by the student.

Conclusion

It is extremely important that communication with the home be a priority in these steps in order to:

- (a) establish a strong home/school link.
- (b) interpret the education system to the parents and students.
- (c) cushion the transition, and help to bridge the gap between the school systems.

We believe that contacts should, in the first place, be person-to-person, during which explanations can be made orally and later confirmed in writing.

It is anticipated that links with the already established departments, especially Guidance, Psychological and Adjustment Services, and Special Education, will help to facilitate these processes, the resultant documentation becoming a most important resource for our jurisdictions.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 02 07

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Ontario Medical Association Correspondence

The enclosed letter was received by the Chairman of the Board from the Ontario Medical Association and is brought to the attention of the members of this Committee. Administration has reviewed the request and feels that there are considerations that should be studied before any action is taken, i.e. schools across the Province of Ontario moved to smoking areas on school grounds in order to both control the problem and reduce what was becoming a major nuisance factor to the community itself, i.e. students congregating and smoking on private property, in malls, on sidewalks, etc.

In order to ensure that the ramifications of the request from OMA are understood completely, it is respectfully suggested that the letter be referred to the two principals' associations for a response.

RECOMMENDATION:

It is recommended that the Ontario Medical Association correspondence re banning smoking by students, teachers and staff in the schools be forwarded to the Hamilton Principals' Association and the Hamilton Secondary School Headmasters' Association for consideration and that a report be brought to the February Education Management Committee with recommendations.

Prepared and submitted by: **A. J. Krever**
Director of Education.

-as
encl.

Ontario Medical Association

250 Bloor St. E., Suite 600
Toronto, Ontario
M4W 3P8
416 963-9383

November 27, 1985



JAN 2 1986

I am writing to you on behalf of the Ontario Medical Association to bring the following recommendation to your attention:

"That the Boards of Education of this province be urged to ban smoking by students, teachers and staff in the schools."

This motion passed at the O.M.A. Annual Council meeting. It arose from the floor of Council, which is our "parliament", consisting of 225 Specialists and Family Physicians from all over the province.

The arguments for this position are clear. The importance of the school, its staff, teachers and principals as exemplars for children; the importance of providing children with a supportive environment as they are making early lifestyle choices; the high personal health costs for children from smoking and involuntary exposure to tobacco smoke; the opportunity costs to society of treating preventable, tobacco-induced disease.

In our view we must as a society make headway in helping children avoid taking up demonstrably unhealthy lifestyles. This O.M.A. recommendation is a request for your participation. Thank you very much for whatever consideration you can give to it.

You should also be aware that National Non-Smoking Week (NNSW) is scheduled for January 16 to 22, 1986. A trial smoke-free week might be a consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "JH Thornley", is written over a horizontal line.

James H. Thornley, M.D.
Chairman
O.M.A. Committee on Public Health

JHT:rl

cc: Society of Medical Officers of Health of Ontario
O.M.A. Section on General & Family Practice
Ontario Teachers' Federation
Ontario School Trustees' Council

REPORT OF THE
DISCIPLINE REVIEW COMMITTEE

Present: Miss H. Detwiler (Chairman);
Trustees Deans and Van Horne; Ms. Moore, Messrs. Carle, Forbeck,
Murphy, Sims, Turner and Zavitz.

Also

Present: Trustee Ruddle.

Officials Mr. K. A. Rielly (Superintendent of Operations)
Present: Mr. J. Yurkiw (Supervisor, Adjustment Services)
Mr. D. Kelterborn (Administrative Officer, Business Services)
Mr. R. Halmos (Administrative Assistant to the Superintendent of
Operations)
Mr. O. Jackson (Supervisor - Research Services Department)

The Committee recommends:

GENERAL

- (a) That the attached Discipline Policy be approved.

Respectfully submitted,

Miss Helen Detwiler,

Chairman.

Committee Room,
1985 12 17.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 01 02.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

- (a) That Leeanne Greenwood be appointed to the Permanent Staff, effective 1985 10 15 (3/6 timetable - full time Semester 1 only), with salary according to schedule.
- (b) That Richard Sabourin be appointed as Acting Vice-Principal at Georges P. Vanier Secondary School, effective 1986 02 01 to 1986 06 30, in order to comply with Article 10.02 of the collective agreement with the Board and L'Association Des Enseignants Franco-Ontariens, with salary according to schedule.
- (c) That Lorne Evans be appointed to the position of Acting Assistant Head of Department (History), effective 1986 02 01, with salary according to schedule.
- (d) That the following teachers be appointed to the position of Acting Assistant Head of Department (Languages), effective 1986 02 01, with salaries according to schedule:

Judith Linfoot
Helen Rees
- (e) That Lyn Cole be appointed to the Occasional Staff, effective 1985 11 18 to further notice, with salary according to schedule.
- (f) That Susan Muma be returned from Leave of Absence and assigned teaching duties effective 1986 02 01.
- (g) That the request of Kathryn Starodub for a Personal Leave of Absence, effective 1986 05 26 to 1986 08 31 (following a Maternal Leave of Absence), approved at the December meeting be rescinded.
- (h) That the Maternal Leave of Absence granted to Marian Allen at the November meeting be changed to become effective 1985 12 09 to 1986 04 04.
- (i) That the resignation of Stephen Anthony, who is retiring on superannuation, effective 1986 01 31, be accepted and that he be considered for gratuity in accordance with the Board's plan.

(j) That the resignation of Frank Bellamy, who is retiring on superannuation, effective 1986 06 30, be accepted and that he be considered for gratuity in accordance with the Board's plan.

(k) That the timetables of the following teachers be changed as shown, effective 1986 02 01:

Judith Hopkins, from 3/6 to 6/6

Beverley McDonald, from 4/6 to 5/6 (full time Sem. 2)

Donald Pente, from 3/6 to 6/6

Gordon Phillips, from 3/6 to 6/6

(1) That the following trips be approved:

(i) Barton Secondary School, Grades 9-13, Kissing Bridge, New York,
1986 01 30

(ii) Barton Secondary School, Grades 10-13 French, Quebec City, Quebec,
1986 05 14-17 (Wednesday to Saturday)

(iii) Delta Secondary School, Grades 9-12, Quebec City, Quebec, 1986 05 14-17
(Wednesday to Saturday)

(iv) Delta Secondary School, Grade 13, Mount St. Louis, 1986 01 09.

(v) Delta Secondary School, Grade 12, Mount St. Louis, 1986 02 20.

(vi) Delta Secondary School, Grades 9-13 Band Members, Washington, D.C.,
1986 03 26-29 (Wednesday to Saturday)

(vii) Georges P. Vanier Secondary School, Grades 9-13, Mount St. Louis,
1986 01 10 or 1986 01 13 or 1986 02 07 or 1986 02 10

(viii) Georges P. Vanier Secondary School, Grade 9-13, Quebec City, Quebec,
1986 04 23-26 (Wednesday to Saturday)

(ix) Scott Park Secondary School, Grades 9-13, Kissing Bridge, New York,
1986 02 07

(x) Sir Allan MacNab Secondary School, Grades 9-13, Kissing Bridge, New York,
1986 01 12

(xi) Sir Allan MacNab Secondary School, Grades 9-13, Horseshoe Valley at Medonte,
1986 01 29-31 (Wednesday to Friday)

(xii) Sir Allan MacNab Secondary School, Grades 9-13, Kissing Bridge, New York,
1986 02 25

(xiii) Westdale Secondary School, Grades 12-13 Art, Knox Art Gallery, Buffalo,
New York, 1986 01 16

(xiv) Westdale Secondary School, Grades 9-11 French Immersion, Quebec City,
Quebec, 1986 02 27-03 02 (Thursday to Sunday)

Superintendent of Curriculum & Special Services

(a) That two secondary (composite) teachers attend the "Road to Excellence for Women in Sport Conference" to be held at Oakville, Friday, 1986 01 24 to Saturday, 1986 01 25 and that \$95.00 be paid towards registration.

(b) That 5 Secondary (composite) teachers attend the "O.S.S.T.F. French Immersion Conference" to be held at Toronto, Friday, 1986 01 31 to Saturday, 1986 02 01 and that \$200.00 be paid towards registration and expenses.

(c) That 6 secondary (composite) teachers attend the "Focus '86 Conference" to be held at Toronto, Wednesday, 1986 02 12 to Friday, 1986 02 14 and that \$275.00 each be paid towards registration and expenses. (Staff Development)

(d) That 7 secondary (composite) teachers attend the "Focus '86 Conference" to be held at Toronto, Thursday, 1986 02 13 to Friday, 1986 02 14 and that \$225.00 each be paid towards registration and expenses (Staff Development).

(e) That June 24, 1986 be changed from a professional activity day to an examination day in the vocational secondary schools for the school year 1985-86, bringing the number of examination days in the year from 7 to 8.

(f) That a grant application under the Canadian Job Strategy Plan to Employment and Immigration Canada for a four-year co-operative education retail marketing mall project in the amount of \$149,673 be approved. It is anticipated that there will be a cost to this Board for this project but that it will not be a large one.

(g) That the Board of Education for the City of Hamilton contribute \$500.00 to the Second Visual Arts Careers Day, 1986 02 24 to help defray expenses.

Associate Superintendent of Curriculum and Special Services

(a) That two Guidance Heads attend the 12th National Consultation on Vocational Counselling to be held in Ottawa from Tuesday, 1986 01 28 to Thursday, 1986 01 30 and that their expenses be paid according to policy.

(b) That up to five secondary school teachers attend the Annual Ideashop Conference, sponsored by the Ontario School Library Association, to be held in Toronto on Thursday, 1986 01 30 and/or Friday, 1986 01 31 and/or Saturday, 1986 02 01, and that total costs of registration and expenses not exceed \$615.

(c) That one secondary school teacher attend the OSSTF Conference on General Level Education to be held in Toronto from Wednesday, 1986 02 12 to Friday, 1986 12 14 and that \$220 be paid towards the cost of registration and expenses.

- effective 1988 02 01 to 19

1985 01 07

The Chairman & Members
The Education Management Committee
The Hamilton Board of Education

Ladies & Gentlemen:

RE: CO-OPERATIVE EDUCATION PROGRAMMES IN SECONDARY SCHOOLS

Co-operative Education is a programme which allows students to obtain on-the-job experience as practical support to courses being taken, usually concurrently, in a secondary school. They can earn credits for both.

Background

Co-operative education has been a part of secondary school programmes for the past 8 years. It is very attractive to a large segment of the student population and has grown at a modest rate over the years. It can be safely said that we have at no time been able to meet the demand. There are several reasons for this:

- . difficulty in locating sufficient student placements, especially in technical education "relateds"; a situation now being significantly overcome by a computerized listing which will soon be available in the schools;
- . an economy in a down-turn; a situation now being moderately reversed;
- . principals and vice-principals find it difficult to staff for co-op education within ratio, in light of other programme demands, (eg. general level) and because of low enrolment courses, deemed essential in the school which strain the allocation of limited human resources.

Several reports have been made to the elected officials on the progress of the programme and the continuing needs. The last was made during budget deliberations in March of 1985 in which the following recommendations were made:

1. *That each composite and vocational school and G. P. Vanier Secondary School receive two lines, one each semester, for in-school co-ordination and out-of-school monitoring of co-operative education, commencing September, 1986.*
2. *That whenever the number of students per semester exceeds 15 in a composite school (12 in a vocational school), the school or central office be responsible for additional monitoring.*

If these recommendations had been adopted, it would have meant the addition of 3 1/6 teachers. During budget and contract proceedings the need was partially addressed by the addition of one staff. As a result some students were denied access to the co-op program.

Current Situation

A committee of principals, co-op department personnel and superintendents met during the fall of 1985 to plan a solid footing for co-operative education in this system and to ensure equal opportunity for all students interested in co-operative education in all schools.

In the future the opportunity for co-operative education will be made available to senior division students through their option sheets; principals and staffs will counsel those who indicate a real interest in the concept and early commitments from employers will be effected. Administration within the school will make every effort from within the school ratio to find additional staff time to monitor and counsel students should the number of co-op students exceed 30 in the composite school, 24 in the vocational. Schools will have the option to cap for 1986-87 the numbers at 60 so as to maintain as broad an offering as possible of programme at the senior division.

In order to support this the board is asked to consider adopting fully recommendation one of last March's report. i.e. the equivalent of two additional staff.

The set of directions here described necessitates the maintenance of central office staff at its present complement for the 1986-87 academic year while in-service for new monitors is being effected, new work stations are located and manuals and procedures are refined. After that year, when the co-operative education programme has been effectively decentralized, reduction in central office staff can be considered.

It should be noted that the Hamilton-Wentworth Roman Catholic Separate School Board provides 2 lines above ratio to each of its secondary schools and the Wentworth County Board of Education, 3 to each of its schools in support of the co-operative education programme.

It is, therefore, respectfully recommended:

- (a) That each composite and vocational school and G. P. Vanier Secondary School receive two lines, one each semester, for in-school coordination and out-of-school monitoring of co-operative education, commencing September 1, 1986.
- (b) That whenever the number of students per semester exceeds 15 in a composite school (12 in a vocational school), the school or central office be responsible for additional monitoring.

Prepared & Submitted by: C. G. W. McKague, Superintendent of
Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 01 02.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective as shown, with salaries according to schedule:

Carol Balint, 1986 01 20 (.5)

Sherri Thomson, 1986 01 02 (.5)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Betty Beaudoin, 1985 11 25 to 1985 12 20

Gladys Elian, 1986 01 27 to 1986 05 23 (.5)

Colleen Ireland, 1986 01 01 to 1986 05 02

M. Eleanor Thomas, 1985 11 06 to 1985 12 06

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Suzanne Artt, 1985 10 07 to 1985 11 15

Carol Balint, 1985 11 18 to 1986 01 17 (.5)

Ann Cucuz, 1985 11 01 to 1986 06 27

Margaret Fleet, 1985 09 17 to 1986 01 24

Sandra Gray, 1985 12 06 to 1986 06 27

Michael Helt, 1985 09 03 to 1985 12 31

Bruce MacPherson, 1985 09 03 to 1986 01 31

Pamela Swietek, 1985 10 09 to 1986 01 31

(d) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Wenda Tulloch, 1986 02 14 (.5)

Alexandra Weresch, 1986 02 10

(e) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Deborah Ondercin-Bourne, 1986 01 06 to 1986 05 02

Janet Verhaeghe, 1986 01 27 to 1985 05 23

(f) That the Maternal Leaves of Absence granted to the following teachers at previous meetings be changed to become effective as shown:

Anne Luxon, 1985 12 06 to 1986 04 03

Nancy Turnbull, 1985 12 09 to 1985 04 04

(g) That the Maternal Leave of Absence, followed by a Parental Leave of Absence, granted to Susan Pilip at the December meeting be changed to become effective 1985 12 05 to 1986 08 31.

(h) That the timetable of Esther Hurden be decreased from full time to .5, effective 1986 01 20.

(i) That the request of Joan Browning for overseas exchange with a teacher from the United Kingdom for the period 1986 09 01 to 1987 08 31, be approved, subject to the condition that a suitable exchange teacher from the United Kingdom can be arranged through the Ministry of Education.

(j) That the request of H. Laverne Howard for overseas exchange with a teacher from Australia for the period 1987 01 01 to 1987 12 31, be approved, subject to the condition that a suitable exchange teacher from Australia can be arranged through the Ministry of Education.

(k) That the request of Alan Scott for overseas exchange with an administrator from Australia for the period 1987 01 01 to 1987 12 31, be approved, subject to the condition that a suitable exchange administrator from Australia can be arranged through the Ministry of Education.

(l) That the following trips be approved:

(i) Cardinal Heights, Grades 6, 7, 8, Outdoor Education, Camp Wanakita, 1986 05 27-30 (Tuesday to Friday)

(ii) Lawfield, Grade 8, French, Quebec City, Quebec, 1986 03 04-07 (Tuesday to Friday)

Superintendent of Curriculum & Special Services

(a) That the action of the Superintendent of Curriculum & Special Services in permitting the Primary/Junior Supervisor to attend "The Association of Educational Research Officers of Ontario Conference" held in Toronto, Thursday, 1985 12 05 and that \$50.00 towards registration be paid, be approved.

(b) That one teacher attend the "Fasforward on Energy Education Conference" to be held at Ottawa, Thursday, 1986 02 20 to Friday, 1986 02 21 and that registration and expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That up to four elementary teachers attend the Annual Ideashop Conference, sponsored by the Ontario School Library Association, to be held in Toronto on Thursday, 1986 01 30 and/or Friday, 1986 01 31 and/or Saturday, 1986 02 01, and that the total cost of registration and expenses not exceed \$315.

URBAN/MUNICIPAL

CA4 ON H8LW26
A32
1986

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1986 02 04

JAN 31 1986

Confirmation of the minutes of the last regular and special meetings of 1986 01 16 and 1986 01 28.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Correspondence - Ontario Medical Association (referred from January E.M.C. - 1986 01 07.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Proposed Technological Studies Fair.
3. Music in the Hamilton Public Schools.
4. Proposed Suicide Prevention Program.
5. Report of the Affirmative Action Committee.
6. Interim Report of the Discipline Review Committee.
7. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request to Provide .5 Additional Teacher for B'Nai Brith.
3. Co-operative Education - Transition to Employment - Incentive Fund.
4. East Kiwanis Association - Use of Westdale Secondary School.
5. Report of the French Language Advisory Committee.
6. Report of the Special Education Advisory Committee.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Social Workers and Compensatory Education.
3. Children's International Centre.
4. Report of the Committee to Study Accommodation Matters on the Central and West Mountain.

1907

1907

1. The first of the three is the

2. The second of the three is the

3. The third of the three is the

4. The fourth of the three is the

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 02 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the World Congress on Education and Technology to be held at Vancouver, B.C., from Thursday, 1986 05 22 to Sunday, 1986 05 25, and that expenses be paid according to policy.

(b) That an Area Superintendent attend the N.A.A.S.P. Convention to be held at Orlando, Florida, from Friday, 1986 02 14 to Monday, 1986 02 17, and that expenses be paid according to policy.

Superintendent of Operations

(a) That the resignation of Mr. Bruce R. Brace, Supervisor of Curriculum and Instruction (Technical), who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

(b) That Mr. Albert J. Shupe, Supervisor of Guidance Services, who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

Superintendent of Curriculum and Special Services

(a) That one Business Education Consultant, one Values Education Consultant, and two Administrative Assistants attend the "OCLEA: Board Consultants as Trainer and Key Resource for School Administrators' Conference" to be held at Toronto, Wednesday, 1986 02 05 to Thursday, 1986 02 06 and that \$225 each be paid towards registration.

(b) That one English Consultant attend the "OCLEA: Curriculum Leadership for Principals' Conference" to be held at Toronto, Wednesday, 1986 02 12 and that \$135 be paid towards registration and expenses.

Education Center,
100 West Street, Room 100,
Boston, Massachusetts
June 15, 1966

Dr. Charles and Barbara,
Education Management Center,
Boston Board of Education

Dear Mr. and Mrs. Charles:

GENERAL

I have the honor to present the following recommendations for your
consideration:

1. That a number of people throughout the world continue to
believe that the only way to be safe is to be violent. This is
not only a false belief, but it is also a dangerous one. It is
a false belief because it is based on a misunderstanding of the
nature of violence. It is a dangerous one because it leads to
the perpetration of violence.

2. That the Board of Education should continue to support the
work of the Boston Board of Education in the area of
education. This is a very important area and it is one in
which the Board of Education has a very important role to play.
The Board of Education should continue to support the work of the
Boston Board of Education in this area.

Recommendations of the Board

1. That the resignation of Mr. Charles E. Jones, President of the
Board of Education, be accepted. Mr. Jones has been a very
valuable member of the Board and his resignation is a great
loss to the Board. However, it is necessary for the Board to
move forward and it is necessary for the Board to accept his
resignation.

2. That Mr. Albert J. Jones, President of the Board of
Education, be elected to the position of President of the
Board of Education. Mr. Jones has been a very valuable
member of the Board and his election is a great gain to the
Board. It is necessary for the Board to elect a new President
and it is necessary for the Board to elect Mr. Jones.

Recommendations of the Board of Education and Special Services

1. That the Board of Education should continue to support the
work of the Board of Education in the area of education. This
is a very important area and it is one in which the Board of
Education has a very important role to play. The Board of
Education should continue to support the work of the Board of
Education in this area.

2. That the Board of Education should continue to support the
work of the Board of Education in the area of education. This
is a very important area and it is one in which the Board of
Education has a very important role to play. The Board of
Education should continue to support the work of the Board of
Education in this area.

(c) That the action of the Superintendent of Curriculum and Special Services in permitting one English Consultant to attend "OCLEA: A Processed Approach to System Writing Assessment, held at Toronto, Monday, 1986 01 27 and that \$115 towards registration be paid, be approved.

(d) That one Consultant of Mathematics attend the "Annual Conferences of the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics" to be held at Washington, D.C., Monday, 1986 03 31 to Saturday, 1986 04 05 and that registration and expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That one Psychological Consultant attend the Ontario Council for Leadership in Educational Administration Workshop on Assessing Adolescents to be held at Toronto on Monday, 1986 02 03, and that \$130 be paid towards the cost of registration and expenses.

(b) That up to five Psychological Consultants attend the 39th Annual Convention of the Ontario Psychological Association to be held at Toronto from Thursday, 1986 02 13 to Saturday, 1986 02 15, and that each receive \$125 towards the cost of registration and expenses.

(c) That two administrative officials attend the Canadian Symposium on Special Education Issues, sponsored by the Ontario Council of Administrators of Special Education, to be held at Toronto on Tuesday, 1986 03 04 and Wednesday, 1986 03 05, and that each receive \$130 towards the cost of registration and expenses.

(d) That the Supervisor of Adjustment Services attend the Conference on Sexual Abuse to be held at Toronto from Monday, 1986 03 17 to Thursday, 1986 03 20, his registration and expenses to be funded by the Child Abuse Council of Hamilton-Wentworth.

(e) That one Special Education Consultant attend the Ontario Council for Leadership in Educational Administrative Symposium on Assessment for the Teaching/Learning Process: Issues in Secondary Education to be held in Toronto from Sunday, 1986 02 23 to Tuesday, 1986 02 25 and that \$190 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

12/ That the action of the Department of Agriculture and Fisheries in relation to the 1934-35 season is in accordance with the provisions of the Fisheries Act, 1934, and the regulations thereunder, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

13/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

Department of Agriculture and Fisheries

14/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

15/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

16/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

17/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

18/ That the Department of Agriculture and Fisheries has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with, and that the Department has taken all necessary steps to ensure that the provisions of the Act and the regulations are fully complied with.

Respectfully submitted,

A. J. Brown,
Minister of Agriculture.

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 02 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Proposed Technological Studies Fair -- January, 1987

RATIONALE

Technological Studies departments in our elementary and secondary schools have achieved a fine reputation over the years for student skill development, preparation for post-secondary education, and for the world of work. At a time of declining enrolment, accelerating technological change and Ministry emphasis on an increased number of mandatory courses, it is fitting that we highlight the value of technological pursuits and the excellence of programmes offered by this Board.

OBJECTIVES OF A PROPOSED FAIR

1. To make the public more aware of Technological Studies in Hamilton Public Schools.
2. To provide for public recognition of student achievements in technical work.
3. To demonstrate by public showing, the ongoing co-operation between industry and education.
4. To display subject materials and provide demonstrations of equipment used in Technological Studies courses.
5. To provide displays with students actively working on projects and assisting in public participation with technical equipment.

The Education Center
100 West Street West
Hartford, Conn.
June 12, 1964

To the Chairman and Members
Education Department Committee
Hartford Board of Education

Dear Sirs and Gentlemen:

Re: Proposed Technical Studies Fair - January, 1965

RATIONALE

Technical Studies Fair is an attempt to provide an opportunity for students to display their work in the various fields of study. The fair is a means of providing a forum for the students to present their work and to receive feedback from the public. The fair is also a means of providing a forum for the students to receive feedback from the public. The fair is also a means of providing a forum for the students to receive feedback from the public.

OBJECTIVES OF A PROPOSED FAIR

1. To make the public more aware of the technical studies in the various fields of study.
2. To provide the public with an opportunity to view the work of the students.
3. To demonstrate the quality of the work of the students.
4. To provide the public with an opportunity to receive feedback from the students.
5. To provide the public with an opportunity to receive feedback from the students.

THE EVENT

Location: It is proposed to hold the fair in the Exhibition Hall, The Hamilton Convention Centre.

Dates: January 15, 16, 17, 1987
-- Thursday -- set up
-- Friday -- Display - 10:00 a.m.-9:00 p.m.
-- Saturday -- Display - 10:00 a.m.-3:00 p.m.

Highlights:

- . Display space for each middle and secondary composite and vocational school.
- . Actual construction of tool sheds, etc.
- . Safety demonstrations.
- . Student demonstrations of machinery and tools, high-tech equipment.
- . Booths/space available for local companies to participate -- a possible cost-reducing endeavour.
- . Judging, competition and prizes.

FINANCIAL CONSIDERATIONS

Hall rental, publicity and electrical connections in the hall will compose the greatest portion of expenses.

Some middle school supply teacher time will be required. In secondary schools, most coverage will be internal. Technical teachers are prepared to volunteer their time Friday, 4:00-9:00 p.m. and on Saturday.

A nominal admission fee is proposed.

Upon approval, negotiations will begin for support from industry and non-profit organization consideration regarding hall rental.

COMMITMENT OF STAFF

The Technological Studies Heads Association and the elementary Industrial Arts Association have initiated this proposal and are prepared to support it solidly.

THE EVENT

It is proposed to hold the 1961-62 Industrial Development Conference, the

Object

January 15, 16, 17, 1961
-- Thursday -- 9:00 am
-- Friday -- 9:00 am - 12:00 p.m. - 1:00 p.m.
-- Saturday -- 9:00 am - 12:00 p.m.

Program

- 1. Study group for each middle and secondary computer and
- 2. Study group for each middle and secondary computer and
- 3. Study group for each middle and secondary computer and
- 4. Study group for each middle and secondary computer and
- 5. Study group for each middle and secondary computer and
- 6. Study group for each middle and secondary computer and
- 7. Study group for each middle and secondary computer and
- 8. Study group for each middle and secondary computer and
- 9. Study group for each middle and secondary computer and
- 10. Study group for each middle and secondary computer and

FINANCIAL CONTRIBUTIONS

Will receive publicity and advertising contributions in the form of

Some of the major contributions will be in the form of

A limited number of contributions will be received.

These contributions will be used for the purpose of

CONTRIBUTION TO STAFF

The following is a list of the contributions to the staff

RECOMMENDATION

That up to \$10,000 be allocated for a Technological Studies Fair to be held in January of 1987.

Prepared by: J. R. Davies
Publicity Committee
Hamilton Technical Heads Association

Submitted by: C. G. W. McKague
Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

That an amount of \$10,000 be allocated for a Technological Studies Unit to be held in January of 1987.

Reviewed by: J. H. Kline
Publicity Committee
Executive Technical Board Association

Submitted by: J. H. Kline
Department of Instruction and Social Studies

Approved by: A. J. Kline
Director of Education

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: MUSIC IN HAMILTON'S PUBLIC SCHOOLS

Background

**EVOLUTION
OF THE
PROGRAMME**

Just as society has experienced phenomenal change during the last three decades, so too has the Music Program in Hamilton's Public Schools. In the mid 1950's, Music was a Ministry-dictated program with a tightly controlled and centrally administered curriculum and organization which emphasized a high standard of performance.

Through the sixties and seventies, freedom, individuality, autonomy and the challenge of authority became some of society's watchwords and in music, participation challenged performance for dominance. As we move through the last half of the eighties, OS:IS is demanding a balance participation. Music, as it has evolved in Hamilton's Public Schools over the past thirty years, has reflected the changes in the society of which it is part.

**PHILOSOPHIC
BASE**

The philosophy of the Music Department is very much in line with the mandate of OS:IS. The Supervisor of Music, believes that a high level of student participation, combined with music taught by specialists, will develop in our students an appreciation which will ultimately broaden the base of knowledge and understanding of music. Concomitant with this belief is the notion that music is only partly performance and that an aesthetic appreciation of music is a valuable life skill; if students can learn to listen with perception, discrimination and good taste, their life experiences will be enriched. In totality, the broader base of knowledge and understanding combined with heightened aesthetic appreciation should result in improved musical performance, both vocal and instrumental.

Present Status of the Program

**PRIMARY -
JUNIOR**

Currently, vocal music programs are found in our Junior Elementary, Middle School and Secondary school components. In the Primary Division, a combination of Kodaly and Orff techniques, (See Appendix A) introduced in the early seventies, have emphasized balance between creativity, listening and performance.

The early effects of this program have been positively reinforced in the Junior and Middle Schools through the itinerant and rotary music structure, as evidenced by the fact that several of our elementary schools stage annual musical performances, such as Oliver, Mother Goose and Annie. Every Elementary School has annual vocal/choral performances for the public, and seven secondary schools are involved in Choral music.

**INTERMEDIATE
SENIOR**

The instrumental program continues to be strong in our secondary schools. Eleven of our composite schools have bands and there is one orchestra. The introduction of instrumental music at the Middle School level, which occurred in the mid-seventies, and has now expanded to 17 of our 22 Middle Schools, has strengthened and diversified the music program throughout the system.

CONCERTS

In addition a number of Family of Schools concerts are organized each year, similar to the one held at Glendale Secondary School on 1986 01 17.

An example is the Glendale's Annual Pops Concert including the Hamilton Philharmonic Youth Orchestra, the Middle School Choir from Glen Brae Elementary School, the Glendale School and Show Choirs as well as the Jazz Band, the Intermediate and the Senior Bands from Glendale.

Events such as this help foster communication between our elementary and secondary schools, help ease the Grade 8/9 interface for our students and contribute toward developing a sense of co-operation with the community.

**STRING
PROGRAM**

As a result of the reorganization in the spring of 1983, the String Program became a five-year program, beginning in Grade 4. Under this scheme, children are recruited in the spring of their Grade 3 year. The board subsidizes this program but the parents pay an annual tuition fee of \$60.00. Classes of 7 to 8 students meet for one hour once each week. On entering the second year of the program, students may choose to enter the rental-to-purchase plan. Under this option, the student pays one-quarter of the current price of the instrument in each of the next four years. At the end of Grade 8, the student owns the instrument. Currently, there are about 900 students enrolled in the program; this approximates the number in the program before it was re-organized in 1983.

**CURRICULUM
DEVELOPMENT**

In the area of curriculum development, a new program was introduced in Grades 7 and 8 three years ago which stresses a balance between the aesthetic approach and performance. This curriculum anticipated the directions suggested by OS:IS for the Intermediate Division. The Ministry Draft Guideline for Grades 7 through 12 and OAC has just been received and new curriculum for Grades 9 - 12 and OAC will be introduced within the next year. The curriculum for the Primary Division is looked on as a prototype within the system and is presently being implemented and a writing team for the Junior Division is presently being organized.

**PUBLIC
RELATIONS**

In the field of Public Relations, Hamilton's Public School Musicians are often at the forefront of significant local events.

Public school musicians played a prominent role in the opening of the Copps Coliseum; they have participated widely in Hamilton Place Student productions; they have been involved in presenting

The Government's program for the development of the country is based on the principle of self-reliance. The Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

1975-1976
1975-1976

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

1975-1976

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

1975-1976
1975-1976

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

1975-1976
1975-1976

In addition to the development of the country, the Government has been successful in the development of the country in the past. The Government has been successful in the development of the country in the past.

1975-1976
1975-1976

musical programs at Board inaugurals, service clubs, retirement homes, CHCH Christmas Show, the Corporate Challenge and the Great Ride for Cancer. In short, at many public events, whether directly related to school or not, Hamilton's Public School Musicians are often at the forefront, as ambassadors for our system.

Among the unique programs being offered through Music in our schools, are the following:

All Star Jazz Band: This band, conducted by Scott Park music head, Russ Weil, is an extra-curricular activity. There are members in the band from Hamilton and surrounding boards. The All Star Jazz Band has achieved a national stature: they will be in competition at Expo 86 and they have been booked for fourteen performances at the Canada Pavilion during their stay in British Columbia.

Keyboarding: This is a new general level course which satisfies the Ministry requirement for an Arts credit. It is designed for students with no keyboarding experience. It is currently being piloted in two schools. It is anticipated that the demand for this program will increase. It is seen as an enhancement to schools' vocal programs since sight reading is common to both keyboarding and singing.

H.P.O. Participation: Currently, the H.P.O. does 45 recitals at the Grade 5/6 level as well as five symphony orchestra concerts, being conducted by the Supervisor. Every Middle School student in Hamilton is invited to a performance of the H.P.O. at Hamilton Place with Boris Brott conducting the orchestra. H.P.O. musicians also do workshops for teachers and students from time to time. Further, the orchestra-in-residence program being proposed for Westdale Secondary School, represents another innovative music program for Hamilton.

Future of Music in Education

With the prescriptive nature of OS:IS, there was a fear that programs such as Music would suffer a serious loss of students. To date, this has not occurred. However, the critical year is the current one as the first group of students governed by OS:IS move from Grade 10 to Grade 11.

There is still a very real, nagging concern: if the four and four and one-half year student become the rule, many will only be able to satisfy only the minimum arts requirement for an O.S.S.D. This means that they will not be able to experience the diverse aspects of any program and their experiences will be necessarily limited. The long-term concern here is that this minimum experience could ultimately have a negative effect on their later life experiences.

For music, the future is one that is partly threat and partly opportunity. The threat is that if enough students choose "fast-tracking", the Music program could suffer greatly. The opportunity is that as we are successful in continuing to develop a balanced approach, a balance among creativity, aesthetic appreciation and performance the future for students and for music could be very promising indeed.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: C. Waterman, Administrative Assistant to the Superintendent of Curriculum and Special Services
G. Mallory, Supervisor of Music

Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

EXPLANATION OF KODALY AND ORFF TECHNIQUES

Kodaly

Zoltan Kodaly's programme in music education involves tonic sol-fa and is primarily a plan for teaching musicianship through choral music. It is a form of programmed learning stressing simultaneously reading, writing, sightsinging and dictation. He believed that a fundamental knowledge of music is accessible to and will enrich everyone, not just the talented few.

Orff

Carl Orff believed that music, movement and speech are inseparable, forming a unity which he called "elemental music". A child at play spontaneously moves rhythmically, chanting in both music and word. Orff's method of music education channels natural improvisational creativity into increasingly satisfying and complex musical activity and understanding.

EXPLANATION OF SYMBOLS AND UNIT TERMINOLOGY

Notation

Below is a list of the symbols used in this document. The symbols are listed in the order in which they first appear in the text. The symbols are listed in the order in which they first appear in the text. The symbols are listed in the order in which they first appear in the text.

Units

The units used in this document are listed in the following table. The units are listed in the order in which they first appear in the text. The units are listed in the order in which they first appear in the text.

1986 02 04

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PROPOSED SUICIDE PREVENTION PROGRAM

It is proposed, pending Board approval, to pilot a module on suicide prevention in certain family studies, history and physical education courses in our middle and secondary schools.

Rationale

"Suicide is more common than most of us realize. It now ranks among the ten leading causes of death in North America. In Metropolitan Toronto, for example, there are an average of six suicides a week. Since many suicides are not reported as such, experts believe the true number is considerably higher. Suicide is now the second most frequent cause of death among young Canadians between the ages of 15 and 30."

- The Canadian Mental Health Association
- "Suicide" (See Attached)

Background

A program, sponsored by the Hamilton & District Council on Suicide Prevention, the Hamilton-Wentworth Regional Police Department and the Hamilton Board of Education has been developed over the last 3 years.

Ministry guidelines allow for the development of such modules:

- . *"Advanced level courses should equip students with the knowledge and skills to cope with a rapidly changing world and provide a basis for future studies."*

Units

- II. Social Behaviour
- VI. Conformity, Deviancy, and Alienation
- VIII Social Issues"

- Society - Challenge and Change Guideline
- Ministry of Education - 1986 - Draft

- . *"Values and valuing: The study of values should provide students with specific skills which will enable them to clarify their own values and to understand those of others. It will also assist them in managing their own lives."*

- Physical & Health Education Guideline
- Intermediate Division - Ministry of Education

1. The first part of the report is a summary of the work done during the year.

2. The second part is a detailed account of the work done during the year.

3. The third part is a list of the names of the persons who have been employed during the year.

4. The fourth part is a list of the names of the persons who have been employed during the year.

5. The fifth part is a list of the names of the persons who have been employed during the year.

6. The sixth part is a list of the names of the persons who have been employed during the year.

7. The seventh part is a list of the names of the persons who have been employed during the year.

8. The eighth part is a list of the names of the persons who have been employed during the year.

9. The ninth part is a list of the names of the persons who have been employed during the year.

10. The tenth part is a list of the names of the persons who have been employed during the year.

11. The eleventh part is a list of the names of the persons who have been employed during the year.

12. The twelfth part is a list of the names of the persons who have been employed during the year.

- 13. The thirteenth part is a list of the names of the persons who have been employed during the year.
- 14. The fourteenth part is a list of the names of the persons who have been employed during the year.
- 15. The fifteenth part is a list of the names of the persons who have been employed during the year.

16. The sixteenth part is a list of the names of the persons who have been employed during the year.

17. The seventeenth part is a list of the names of the persons who have been employed during the year.

18. The eighteenth part is a list of the names of the persons who have been employed during the year.

The Module Itself

The MODULE allows students to develop:

- . an understanding of suicide
- . an awareness of their own attitudes and those of others with regard to suicide.
- . an awareness that suicide is preventable
- . recognition and management skills essential to suicide prevention and survival
- . an increased sense of competency in preventing suicide

while the HANDBOOK provides the care provider (teachers, parents, clergy, social workers...) with essential information about suicide: (Myths and Facts; Cultural and Religious Approaches to Death and Suicide; Child and Adolescent Suicide; Suicide Among the Aged; Coping/Reactions of the Care-Provider; Assessment; Management; Intervention; Postvention; Referral Network; Resources...)

* Upon request, modules are available for perusal by contacting Steve Barrs, ext.437.

The Pilot

Before pilot testing takes places, volunteer pilot test teachers, guidance counsellors, and support staff will be moved through an in-depth, in-service program conducted by Dr. Diane Syer-Solursh, Director, Crisis Intervention Unit, Toronto East General Hospital and other suicidologists from the Hamilton/Toronto area. Upon request parents, concerned citizens and community resource people will be invited to participate in the various in-service sessions.

Plans call for pilot tests of the curriculum module in a number of Hamilton Board of Education schools, grades 7-12, within various subjects such as Family Studies, Health, Guidance and the Society: Challenge and Change courses.

RECOMMENDATION:

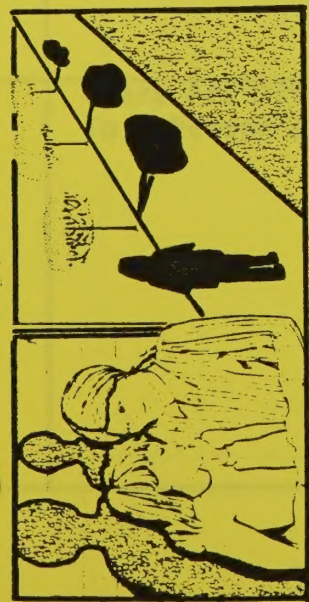
THAT "ADOLESCENTS AT RISK: A SUICIDE PREVENTION MODULE" BE PILOTED IN MIDDLE AND SECONDARY SCHOOLS IN APPROPRIATE EXISTING COURSES BY TEACHERS WHO VOLUNTEER TO TEACH IT AND WHO ARE WILLING TO RECEIVE IN-DEPTH IN-SERVICE: AND THAT THE PILOT BE EVALUATED BEFORE IMPLEMENTATION IS APPROVED.

Prepared by: Steve Barrs, Values Education Consultant

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM



sponsored by

The Board of Education For The City of Hamilton
The Hamilton and District Council on Suicide Prevention
The Hamilton-Wentworth Regional Police Department with
funding assistance from Canada Employment and Immigration
Dofasco...

Curriculum Model

Needs Assessment
1983

Evaluation

Implementation
: system
: other systems

Design and Development
1984 —>
Research
Writing
Scrutiny
Revisions
Pilot Testing*
Evaluation
Revisions
Scrutiny
Revisions
Field Testing
Evaluation
Revisions
Approval

Program Consists Of:

1. Adolescents At Risk: Suicide Prevention Curriculum Module and optional module Coping With And Expressing Feelings
2. Handbook For Care Providers

Program is being developed with input from professionals in the field of suicidology and through scrutiny by Education Support Staff; members of the Hamilton and District Council on Suicide Prevention Handbook Committee and a parents' group

* Stage of development as of Spring 1986

**ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM
MODULE OBJECTIVES**

PART	KEY IDEA	OBJECTIVE	Effort	Achievement
A	It Doesn't Hurt To Talk About It	. understand that informed people are better able to prevent suicide		
		. understand that there are many common misconceptions regarding suicide		
		. be able to identify their personal beliefs regarding suicide		
		. be able to distinguish fact from fallacy concerning the topic of suicide		
		. begin to develop an appreciation for his/her personal feelings about suicide		
		.		
B	Suicide Can Be Considered From Different Points Of View	. understand that there are differing legal, cultural and religious views pertaining to suicide		
		. be able to differentiate between attitudes ranging from approval to condemnation		
		. begin to develop an appreciation for different views that individuals and groups have about suicide		
		.		
C	There Are Often Clues To A Person's Intent	. understand that everyone is subject to stress and that our ability to cope varies with the situation and the individual		
		. understand that suicide may be prevented if we are alert to the signals.		
		. be able to recognize the danger signs that distressed people display		

**ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM
MODULE OBJECTIVES**

		. be more receptive to both verbal and non-verbal cues.		
		. begin to develop an increased sensitivity to critical changes in the people around them.		
		.		
D	We Can All Play A Role In Saving Lives	. understand that most suicidal crises are manageable.		
		. understand the role s/he play in suicide prevention.		
		. understand that there are community services able to assist in suicide prevention.		
		. be able to improve their communication and listening skills.		
		. be able to identify effective preventive measures and respond appropriately if necessary.		
		. begin to develop confidence in their ability to help.		
		. begin to develop a positive attitude towards assisting distressed persons.		
		.		
E	Our Lives Are Changed By Loss, And The Accompanying Pain Of Adjustment Is An Essential Part Of Our Recovering From The Loss.	. understand that people react in similar ways to loss.		
		. understand that a loss resulting from suicide is usually accompanied by unique reactions.		
		. understand that the grieving process is a healing process.		
		. be able to recognize, express and cope effectively with his/her personal reactions to loss.		
		. be able to provide support to others experiencing significant loss.		

ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM MODULE OBJECTIVES

		. begin to appreciate and accept the expression of grief.		
		. begin to develop empathy for persons surviving a loss.		
		.		

REPORT OF THE

AFFIRMATIVE ACTION COMMITTEE

Present: Trustee Cunningham, (Chairman);
Trustees Deans, Maguire, Webb and Van Horne;

Also

Present: Trustees Hicks, Mulholland, Ruddle and Vine.
M. Gormley - Local 1344 Representative
D. Morris - Non-union Clerical Representative
L. Tindall - The Women Teachers' Association Representative

Officials

Present: Mr. A. J. Krever (Director of Education),
Mr. K. Rielly (Superintendent of Operations),
Mr. J. Penner (Deputy Business Administrator),
Mr. D. B. Sinclair (Manager, Personnel and Employee Relations),
Miss S. Wilson (Supervisor of Transportation).

The Committee recommends:

GENERAL

- (a) That the Board of Education for the City of Hamilton hire an Affirmative Action Co-ordinator and apply to the Ministry of Education for the grant.

Respectfully submitted,

Miss M. Cunningham,
Chairman.

Committee Room,
1986 01 15.

AFFIRMATIVE ACTION FOR WOMEN EMPLOYEES OF SCHOOL BOARDS

What Is Affirmative Action?

Affirmative Action is a program of activities whose aim is to diversify as well as raise the level of occupational opportunities for women.

An Affirmative Action program is a means of achieving equal employment opportunity for women. It involves establishing flexible goals and timetables to ensure that qualified women are included, on an equal and competitive basis, in all employment opportunities and that they are given an equal opportunity to acquire the necessary qualifications and experience. The program also involves a review of employment-related policies and procedures so that unfair practices or those having an adverse effect on women may be identified and corrected.

Affirmative Action is an effective management tool which helps school boards make the best use of all their human resources.

Why Is Affirmative Action Important?

As leaders in social change, school boards have a unique opportunity to be leaders in establishing equal employment opportunities. By implementing an Affirmative Action plan for women employees, school boards can:

- ° demonstrate a commitment to equality of employment opportunity for women;
- ° assist staff, students, and the community to prepare for the changing nature of the work place;

- ° provide a wide spectrum of role models for staff and students;
- ° ensure full utilization of valuable human resources.

How Does a School Board Implement Affirmative Action?

Each board's approach to Affirmative Action will be unique, as boards will wish to tailor their Affirmative Action plans to their own particular needs and circumstances. Most Affirmative Action plans, however, will incorporate the following elements:

- ° Policy statement

The Board of Trustees can publicly demonstrate its commitment to Affirmative Action by adopting a policy of Affirmative Action for women employees of the board. The policy is communicated to all levels of the system. A policy statement might read as follows:

In demonstrating its commitment to achieving equal employment opportunity, the board hereby undertakes a program of Affirmative Action for its women employees in order to diversify their occupational distribution within the system and to eliminate barriers to their full and equal participation in employment.

° Standing committee of the board

Many school boards which have implemented an Affirmative Action program have found it useful and effective to establish a standing committee of the board on the status of women to advise on Affirmative Action issues. Representation on such committees usually includes individuals from all functional areas within the board, including teaching and non-teaching staff, as well as the person responsible for co-ordinating Affirmative Action activities.

° Affirmative Action co-ordinator

The development and implementation of an Affirmative Action plan usually requires the appointment of a co-ordinator who has at his/her disposal the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the Affirmative Action program. The co-ordinator maintains active liaison with appropriate committees and is accountable to the Director of Education.

° Data collection

A sound data base can assist a board in identifying areas for improvement in the status of women employees. A statistical analysis of the board's current work force is usually conducted, by department and job classification, to identify areas where women are underutilized. Data are also collected on the participation of women in staff training and development.

° Review of employment-related policies and procedures

A review of all employment-related policies and procedures is undertaken to identify areas where change may be needed. Some policies may not appear to be discriminatory, but their implementation may unintentionally benefit or disadvantage a group in a disproportionate manner. Particular emphasis is placed on recruitment techniques, selection criteria, training and development programs, promotion and transfer policies, and salaries and benefits.

° Development of an action plan with goals and timetables

Where the analysis of the data collected indicates that changes are necessary, the board develops a detailed plan aimed at achieving equal employment opportunity. Results-oriented goals and timetables are developed with respect to the hiring, training and development, and promotion of women. Planned activities might include an active search for women for job areas where they are underrepresented, provision of awareness sessions for all employees, and special training and development programs for women employees.

As part of the goal setting, a board may develop a specific numerical targetting model for the hiring and promotion of women. Targets are based on such factors as anticipated turnover, expansion or contraction of the work force, availability of persons with required skills, and the possibility of on-the-job training. These goals are not quotas,

but, rather, are kept flexible and are reviewed and revised annually. Longer-range goals and timetables may also be set.

° Accountability

Senior school-board administrators are accountable to the board for the effective implementation of the Affirmative Action plan, in the same way as they are accountable for other organizational goals. The Director of Education may wish to delegate the responsibility for implementing some portions of the program to other employees of the board. The Affirmative Action Co-ordinator is usually accountable to the Director of Education for co-ordinating the overall development and implementation of the board-wide plan.

° Data submission to the Ontario Ministry of Education

All publicly funded school boards submit annually to the Ontario Ministry of Education a report on Affirmative Action for Women Employees. The report includes data on the distribution of male and female staff, salaries, job competitions, vacancy projections, and staff training and development.

The Minister of Education will table in the Legislature an annual report on Affirmative Action in school boards. The report will contain information on individual boards as well as a provincial summary.

• Further information

Information on developing an Affirmative Action plan is available from the regional offices of the Ministry of Education.

Numerous publications that boards will find helpful in this connection are also available from the regional offices and the Ontario Women's Directorate.

Ministry of Education Regional Offices

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

Northeastern Ontario Region
P. O. Box 3020
447 McKeown Avenue
North Bay, Ontario
P1B 8K7
(705) 474-7210

Eastern Ontario Region
1580 Merivale Road, 4th Floor
Nepean, Ontario
K2G 4B5
(613) 225-9210

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6
(519) 472-1440

Midnorthern Ontario Region
199 Larch Street, 7th Floor
Sudbury, Ontario
P3E 5P9
(705) 675-4401

Northwestern Ontario Region
435 James Street South
Thunder Bay, Ontario
P7C 5G6
(807) 475-1571

Ontario Women's Directorate
Mowat Block, 4th Floor
900 Bay Street
Toronto, Ontario
M7A 1C2

For information on Affirmative Action in general, call
(416) 965-0564.

For publications call (416) 965-1537.

Affirmative Action Incentive Fund

Grants designed to assist school boards in establishing an Affirmative Action program are available from the Ontario government. Details may be obtained from the regional offices of the Ontario Ministry of Education.

Note

Affirmative Action addresses the development of programs and policies related to women employees. Sex-role stereotyping in the curriculum is a related but separate issue. This issue can be addressed by school boards in the area of curriculum development.

QUALIFICATIONS

1. Knowledge of the principles and practices of affirmative action.
2. Demonstrated organizational skills and ability to prepare and write reports.
3. Experience in conducting in-service workshops.
4. Ability to communicate effectively with staff and management.
5. Appropriate university degree or several years of related experience in a leadership role.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONJOB DESCRIPTION: CO-ORDINATOR AFFIRMATIVE ACTION

The Affirmative Action Co-ordinator shall report and be accountable to the Director of Education and shall:

1. Design and direct the implementation of the Affirmative Action Program in accordance with the parameters established by the appropriate Board committee.
2. Disseminate information regarding affirmative action and the Board's policy regarding same to all employees.
3. Generate and analyze statistical data relating to affirmative action and equal opportunity.
4. Study sex role stereotyping in the curriculum and recommend changes in keeping with the principles of affirmative action and equal opportunity.
5. Assist in the development of goals and timetables for the implementation of the affirmative action plan.
6. Report regularly to the Director on the progress, problems and needs in the areas of affirmative action.
7. Work closely with the Personnel Officer and the Superintendents to ensure that hiring, training, transfer, promotion performance appraisals and other working conditions are consistent with the principles of affirmative action.
8. Develop an awareness among male and female employees about their potential for advancement and promotion within the Board.
9. Assist in the development of management and supervisory training courses.
10. Assist in career counselling.
11. Conduct an evaluation of the Board's implementation of the Affirmative Action Program and recommend any modifications which may appear necessary as a result of such an evaluation.
12. Be prepared to work during some evenings and weekends.

QUALIFICATIONS:

1. Knowledge of the principles and practices of affirmative action.
2. Demonstrate organizational skills and ability to prepare and write reports.
3. Experience in conducting in-service workshops.
4. Ability to communicate effectively with all staff and management.
5. Appropriate university degree or several years of related experience in a leadership role.

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. J. Bishop (Chairman);
Trustees Baskin and Macaluso; Mesdames Bishop, Masters, McNairn,
Stanhope and Tilbury; Miss Dalziel; Messrs. Byron and Desmarais;
Drs. Brennan Jacobs and Newberry.

Also

Present: Trustees Kennedy, Mulholland and Ruddie.
Ms. Diane Moore - representative, Women Teachers' Association.
Dr. Martha Light, Ministry of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. R. Adams (Supervisor, Special Education),
Ms. P. Myatt (Administrative Assistant to the Director),
Mr. D. Simpson (Consultant, Special Education).

The Committee recommends:

GENERAL

a) That the special education staffing needs be reviewed by the Board.

Respectfully submitted,

J. Bishop,
Chairman.

Meeting Room,
1986 01 29.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 01 30.

To the Chairman and Members,
Education Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Gale Bale, 1985 12 09 to further notice

Mary Bliszcuk, 1985 12 06 to 1986 01 31

Mary Curtis, 1985 11 21 to further notice

Norma Dreossi, 1985 12 12 to 1986 01 31

Robert Forshaw, 1985 11 20 to 1986 01 07

Katharine MacLean, 1986 01 06 to 1986 01 31

Scott Mauthe, 1985 12 03 to further notice

(b) That the request of Elaine Smith for a Personal Leave of Absence, effective 1986 09 01 to 1987 08 31, be granted.

(c) That the request of Anne Brown for an extension of her Personal Leave of Absence, effective 1986 09 01 to 1987 08 31, be granted.

(d) That the resignation of Hubert A. Fullarton, who is retiring on superannuation effective 1986 03 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(e) That the resignation of Jenny Sosulski, who is retiring on superannuation, effective 1986 06 30, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(f) That the resignation of Wallace Metcalf, effective 1986 08 31, be accepted with regret.

(g) That the timetable change of Patricia DiFrancesco, approved at the January meeting, be changed to read, "from 3/6 to 5/6 (full time Semester 1, 4/6 Semester 2).

(h) That the request of the Grand Lodge of Ontario, Independent Order of Odd Fellows, to sponsor the visit of a high school student to the United Nations in New York City in the summer of 1986 be accepted.

(i) That the following trips be approved:

(i) Ainslie Wood, Crestwood, Parkview, Grades 9-12, Talisman Ski Resort, 1986 02 14 and 28

(ii) Alternative Education (Caledon), Grades 9-12, Talisman Ski Resort, 1986 02 21

(iii) Barton, Grades 12-13, Talisman Ski Resort, 1986 02 26

(iv) Georges P. Vanier, Grades 10-12 (7 students), World Affairs Conference, Toronto, 1986 02 17-18

(v) Glendale, Scott Park, Westmount, Grades 11-13, St. Donat, Quebec, 1986 03 09-14 (Sunday to Friday) (March Break)

(vi) Scott Park, Grade 9-11, Boys' Basketball Team, Orillia, 1986 02 08

(vii) Scott Park, Grade 9-13, School Band, Rochester, New York, 1986 04 30-1986 05 02 (Wednesday to Friday)

(viii) Sir John A. Macdonald, Grades 12-13, Mount St. Louis/Moonstone, 1986 02 27

(ix) Sir Winston Churchill, Grades 9-13, Horseshoe Valley, 1986 02 20

SUPERINTENDENT OF CURRICULUM & SPECIAL SERVICES

(a) That one secondary (composite) principal and one secondary (composite) vice-principal attend the "OCLEA: Curriculum Leadership for Principals Conference" to be held at Toronto, Wednesday, 1986 02 12 and that \$135.00 each be paid towards registration and expenses.

(b) That one secondary (composite) principal attend the "Colloque des Directeurs D'Ecoles Secondaires Conference" to be held at Sudbury, Thursday, 1986 03 20 to Friday, 1986 03 21 and that travel and expenses be paid according to policy.

(c) That one secondary (composite) teacher attend the National Competition of the Canadian Stage Band Festival at Expo '86 as a conductor to be held at Vancouver, British Columbia, Monday, 1986 05 12 to Tuesday, 1986 05 20 and that expenses be paid according to policy.

(d) That two secondary (composite) teachers attend the "11th Annual Science Teachers' Seminar" to be held at Chalk River, Thursday, 1986 04 10 to Saturday, 1986 04 12 and that registration and expenses be paid according to policy.

(e) That the Chairman of Headmasters' Association attend "The Ontario Secondary School Principals' Conference" to be held at Toronto, Wednesday, 1986 02 19 to Friday, 1986 02 21 and that expenses be paid according to policy.

(f) That two secondary (composite) teachers attend the "Professional Development Day for Teachers" Conference to be held at Guelph, Friday, 1986 02 14 at no expense to the Board.

(g) That one secondary (composite) principal attend the "OCLEA: The Senior Citizen A Potential School Board Client and an Important Resource" to be held at Toronto, Thursday, 1986 02 27 and that \$135.00 be paid towards registration and expenses.

(h) That one secondary (composite) principal attend the "OCLEA: Bi-Levelling - A Practical Strategy Conference to be held at Toronto, Friday, 1986 02 28 and that \$135.00 be paid towards registration and expenses.

(i) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend "OCLEA: A Processed Approach to System Writing Assessment" held at Toronto, Monday, 1986 01 27 and that \$135.00 be paid towards registration and expenses.

(j) That one secondary vice-principal attend the "OCLEA: Improving Instruction in the Classroom" to be held at Toronto, Friday, 1986 02 14 and that \$135.00 be paid towards registration and expenses. (Staff Development)

(k) That two secondary (vocational) teachers attend the "Alumni Association of the Niagara Commission School of Horticulture Conference" held at Niagara Falls, Ontario, Friday, 1986 02 07 and Saturday, 1986 02 08 and that \$90.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school teacher attend the Ontario Council for Leadership in Educational Administration Workshop on Strategies for the Implementation of Computers Across the Spectrum of Special Education to be held in Toronto, Friday, 1986 02 07, and that \$130 be paid towards the cost of registration and expenses.

(b) That one secondary school principal attend the Ontario Council for Leadership in Educational Administration Symposium on Assessment for the Teaching/Learning Process: Issues in Secondary Education to be held in Toronto from Sunday, 1986 02 23 to Tuesday, 1986 02 25 and that \$190 be paid towards the cost of registration and expenses.

(c) That up to 3 secondary school teachers and 10 students attend the Mini-Conference for Adults and Gifted Intermediate/Senior Students, sponsored by the Association for the Gifted in Ontario, to be held in Toronto on Saturday, 1986 03 22 and that \$345 be paid towards their registration and expenses.

(d) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the Annual Ideashop Conference, sponsored by the Ontario School Library Association, held in Toronto on Thursday, 1986 01 30 and/or Friday, 1986 01 31 and/or Saturday, 1986 02 01, be approved and that \$250 be paid towards registration and expenses.

100 Main Street West
Hamilton, Ontario
1986 02 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

**Re: Request to Provide .5 Additional Teacher for the
B'nai Brith Educational Program**

BACKGROUND

Chedoke-McMaster Hospitals operates the B'nai Brith Cottage Program providing care and support for adolescents requiring psychiatric treatment.

At present, the Hamilton Board of Education provides an educational program for the students residing at the B'nai Brith Cottage. The one teacher designs and implements programs for the secondary students at various levels of difficulty. Instruction is done on an individual and small group basis.

ENROLMENT

In adolescent treatment programs such as this, the Ministry of Education generally supports a teacher/pupil ratio of 6:1.

The number of students entering the residential program has increased during this school year from 8 students to the current enrolment of 11 students. The enrolment increase has placed great demands on the teacher. The number and variety of credit courses (nine credit courses) requires a great deal of preparation and remedial instruction by the teacher. It is suggested, therefore, that the Board request an additional .5 teacher for this program.

**FINANCIAL
IMPLICATIONS**

The following financial assistance would be made available by the Ministry of Education:

- . An amount equal to the expenditures for salary and related employee benefits of the teacher.
- . Instructional supplies, administrative, consultative and supervisory services to total \$950.

**MINISTRY
INVOLVEMENT**

The request has been discussed with Dr. Martha Light of the Ministry of Education. Following an on-site visit to the program, she supports our request for an additional teacher.

RECOMMENDATION Therefore, it is recommended:

That, subject to funding by the Ministry of Education, the Board of Education for the City of Hamilton provide an additional .5 teacher for the B'nai Brith educational program.
--

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 02 04

To the Chairman and Members,
Education Management Committee,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Co-operative Education and
Transition-to-Employment Incentive Fund**

On January 9, 1986, the Honourable Sean Conway, Minister of Education, announced a new grant program - Co-operative Education and Transition-to-Employment Incentive Fund. The purpose of this program is to initiate or expand co-operative education as well as overcome financial barriers which prevent participation, i.e. transportation. In reviewing the grant proposal, it would appear that the Hamilton Board of Education could benefit from a transportation subsidy for students who wish to participate in co-op placements which are not easily accessible by our local transit system. These would include placements in Stoney Creek, Flamboro, Clappison's Corners, etc.

In addition to this, the major need in the co-op program has been identified as a greater level of monitoring assistance. As a result, a proposal has been submitted to the Board and is presently under budget review. It would appear from the description provided by the Ministry that subsidization for monitoring could be accessed through the new Co-operative Education Incentive Fund. It is therefore suggested that in addition to applying for a transportation subsidy (\$20,000 per annum), that the Board apply to the Ministry for maximum grant subsidization, i.e. \$40,000 per annum at 75% or the school board's rate of grant on Recognized Ordinary Expenditure in order to alleviate some of the cost burden of this necessary expansion of the monitoring program. It should be noted that the request to the Ministry should be forwarded no later than February 28, 1986.

RECOMMENDATION :

1. The Hamilton Board of Education apply to the Co-operative Education Incentive Fund for transportation subsidization.
2. The Hamilton Board of Education apply for grant subsidization to support the expansion of the present monitoring program.

Prepared and submitted by: C. McKague,
Superintendent,
Curriculum and Special Services.

Approved by: A. J. Krever,
Director of Education.



Minister
Ministre

Ministry
of
Education
Ministère
de
l'Éducation

(416) 965-5277

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

MEMORANDUM TO: Chairmen, School Boards

FROM: Sean Conway
Minister

DATE: January 9, 1986

SUBJECT: Co-operative Education
and Transition-to-Employment
Incentive Fund

I am pleased to announce the creation of the Co-operative Education and Transition-to-Employment Incentive Fund, which will be available to school boards in the spring of 1986. The purposes of this fund are to assist school boards to:

- . initiate or expand their co-operative education programs; and/or
- . initiate or expand their transition-to-employment programs for school-leavers.

Funds will be provided by the province on a shared-cost basis for a three-year period beginning April 1, 1986, and ending March 31, 1989.

Under the provisions of the fund, school boards will receive financial assistance to help them to:

- . overcome the financial barriers that prevent the participation of some students in co-operative education programs (e.g., cost of transportation, safety equipment, lodging for students from remote communities);
- . appoint a resource person who will assist school board personnel in the areas of co-operative education and/or board transition-to-employment programs for school-leavers.

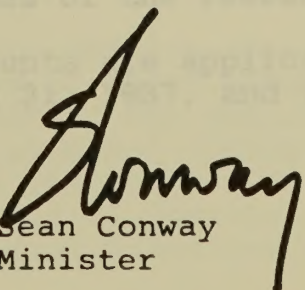
With regard to the appointment of a resource person, a board may hire someone expressly for the position, transfer an existing employee into the role, or second someone from business or industry. The duties of this person will be determined locally and tailored to meet the aims of the school board's co-operative education and/or transition-to-employment programs.

The qualifications of the person will also be determined locally, in keeping with the specific duties set for the position. Where these include the tasks assigned to teachers in the Education Act, the regulations, or Ontario Schools, Intermediate and Senior Divisions (OSIS), the individual appointed must be a teacher. In their proposals for assistance under the fund, school boards will be required to include a job description and the qualifications required for the position.

Financial assistance under the fund will be provided to school boards whose proposals are accepted by the Ministry of Education. The ministry will provide:

- . 75% or the school board's rate of grant on Recognized Ordinary Expenditure, whichever is greater, applied to a maximum of \$20,000 per year, to cover the funds needed to overcome the financial barriers to student participation in co-operative education; and
- . 75% or the school board's rate of grant on Recognized Ordinary Expenditure, whichever is greater, applied to a maximum of \$40,000 per year, for the salary, fringe benefits, travelling expenses and associated secretarial expenses of the resource person.

Further details on this incentive fund, as well as the information necessary to develop a proposal under the provisions of the fund, will be provided by G. R. Podrebarac, Deputy Minister, in a memorandum to Directors of Education.


Sean Conway
Minister

ONTARIO MINISTRY OF EDUCATION
CO-OPERATIVE EDUCATION AND TRANSITION-TO-EMPLOYMENT
INCENTIVE FUND

GUIDELINES FOR SCHOOL BOARDS

Introduction

The purposes of the Co-operative Education and Transition-to-Employment Incentive Fund are to encourage school boards to:

- . initiate or expand their co-operative education programs; and/or
- . initiate or expand their transition-to-employment programs for school-leavers.

Funds will be provided by the province on a shared-cost basis for a three-year period beginning April 1, 1986, and ending March 31, 1989.

Level of Assistance

Financial assistance will be determined in the following manner:

- . 75% or the school board's rate of grant on Recognized Ordinary Expenditure, whichever is greater, applied to a maximum of \$20,000 per year, to cover the funds needed to overcome the financial barriers to student participation in co-operative education (e.g., cost of transportation, safety equipment, lodging for students from remote communities); and
- . 75% or the school board's rate of grant on Recognized Ordinary Expenditure, whichever is greater, applied to a maximum of \$40,000 per year, for the salary, fringe benefits, travelling expenses, and associated secretarial expenses of the resource person.

The above amounts are applicable for the period April 1, 1986, to March 31, 1987, and for each of the subsequent two years.

School Board Proposal and Application

General terms and conditions:

The proposal may address either or both purposes of the incentive fund - i.e., co-operative education and/or transition-to-employment - and must include the following:

- . a short description of how the co-operative education and/or transition-to-employment programs will operate, including how the resource person will work with board and school teaching and administrative staffs;
- . the objectives of the proposed co-operative education and/or transition-to-employment programs;
- . an outline of the proposed duties and reporting relationships of the resource person (Attachment "A" contains a list of potential duties; school boards may add to or delete from this list);
- . an outline of the qualifications required for the position of resource person, as determined by the school board;
- . a procedure for ensuring that all students, including those who are disabled and/or exceptional, have access to the programs;
- . the strategies to be followed in implementing the co-operative education and/or transition-to-employment programs;
- . an estimate of the number of co-operative education and/or full-time job placements projected for each of the three years of the program. If co-operative education and/or transition-to-employment programs are already in existence, the figures for the current and previous two years should be included;
- . the timeline for implementing the programs;
- . a procedure for ensuring sex equity for student participation;
- . the procedure used to develop the proposal, including the names and titles of those members of the business and industrial community who assisted in the preparation of the proposal (consultations should be held with the local Community Industrial Training Committee, the Chamber of Commerce, where available, and/or the Co-operative Education Advisory Committee);

- . a description of the support to be provided to those students (including disabled students and/or exceptional students) who need assistance to overcome the barriers to their participation in the co-operative education program, including estimates of the number of students to be assisted and of the amount needed for each of the three years;
- . an annual budget for this initiative for each of the three years, detailing the costs for the co-operative education and/or transition-to-employment programs, including projected school board and ministry costs.

Special provisions:

- . School boards that do not require a full-time resource person may propose to hire someone to work part-time only or to hire a full-time person jointly with another board(s).
- . School boards that submit their proposals and receive approval prior to April 1, 1986, will be eligible to receive the full amount of their approved grant for the first year. School boards that receive approval on or after April 1, 1986 will receive a prorated amount, based on the number of months remaining in the budget year.
- . Three copies of the board proposals must be received by the appropriate regional office of the Ministry of Education by February 28, 1986, in order to be considered for the funding for the full period. Proposals that are incomplete will be returned with a request for the missing data, and the resubmitted proposals will be reconsidered for funding. If they are approved, funding will be provided on a prorated basis in accordance with the number of months remaining in the budget year.
- . Proposals received after February 28, 1986, will be considered if funds remain in the budget after the proposals received by February 28, 1986, have been fully processed.

Progress Reports

School boards will be required to submit an interim progress report to the appropriate regional office on December 31, 1986. Additional progress reports will be required on March 31, 1987, March 31, 1988, and March 31, 1989.

LIST OF SUGGESTED DUTIES
FOR RESOURCE PERSON

Note:

This list is not meant to be inclusive; school boards may add to it or delete from it in keeping with their specific needs and circumstances.

School boards should note that the list below includes duties normally assigned to teachers according to the Education Act, the regulations or OSIS, along with duties which can be performed by a non-teacher. It is the combination of duties that will determine whether or not a qualified teacher must be appointed to the position.

- . Facilitate and enhance liaison between schools and the local industrial, business, and service communities
- . Obtain commitments for on-the-job training stations
- . Co-ordinate a school board co-operative education program
- . Co-ordinate the co-operative education activities of several school boards
- . Develop co-operative education training profiles
- . Organize and administer a school board transition-to-employment program for school leavers
- . Help students who are graduating or leaving secondary school to find appropriate full-time employment, in co-operation with school guidance counsellors
- . Liaise with local business, industry and service establishments concerning the availability of full-time job openings for school-leavers.
- . Arrange for students, teachers, and guidance counsellors to visit local business, industrial and service establishments
- . Arrange presentations to students and teachers by resource people from large and small businesses, union representatives, and workers in non-traditional occupations
- . Keep school guidance and teaching personnel up to date regarding local market conditions

The progress report should outline in detail the progress made towards the achievement of stated objectives, and should include the actual number of students participating in co-operative education and/or the number of school-leavers placed in full-time jobs. In addition, the report should contain detail on expenditures similar to that provided in the budget which was included in the original proposal.

If satisfactory progress reports are not submitted, the approval of the program for grant assistance will be withdrawn.

Payment Schedule

School boards will receive the full amount of the approved funding for the first year upon approval of their proposals. Payments for years two and three will be made in April of each year following receipt of satisfactory progress reports.

Audit Process

All funds received from the incentive fund will be subject to audit by the Provincial Auditor and the Ministry of Education.

Participating boards will be required to have in place appropriate financial and management controls.

Further Information

For further information about this incentive fund, please contact the appropriate regional office of the Ministry of Education:

Central Ontario Region
2025 Sheppard Ave. East
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

Northeastern Ontario Region
447 McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7
(705) 474-7210

Eastern Ontario Region
1580 Merivale Road
Nepean, Ontario
K2G 4B5
(613) 225-9210

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6
(519) 472-1440

Midnorthern Ontario Region
199 Larch Street,
Sudbury, Ontario
P3E 5P9
(705) 675-4436

Northwestern Ontario Region
435 James Street South
Thunder Bay, Ontario
P7C 5G6
(807) 475-1571

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. J. Bishop (Chairman);
Trustees Vine and Van Horne; Mesdames Barker, Hastings, Mulholland,
Stratton and Talbot; Miss Dalziel; Messrs. Byron and Desmarais;
Mrs. Graham Jacobs and Mackenzie.

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Vine and Van Horne;
Mesdames Barker and Garon; Miss Lapointe; Messrs. Desmarais and Lord.

Also

Present: Trustees Mulholland and Ruddle;
Mr. I. Massouh, Principal, G.P. Vanier
Mr. R. Davidson, Ministry of Education
Mrs. P. Picknell, Chairman, French Language Advisory Committee,
Halton Board of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

- (a) That Mr. Jean Desmarais be the Special Education Advisory Committee representative from the French Language Advisory Committee.
- (b) That the 1986 membership fee of \$340.80 be paid to the Association française des Conseils scolaires de l'Ontario.
- (c) That the Hamilton Board of Education extend congratulations to Michelle Morra for her winning poem "Le genie du bilinguisme" in the "Concours Oeuvres de fiction" competition.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1986 01 22.

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. J. Bishop (Chairman);
Trustees Baskin and Macaluso; Mesdames Bishop, Masters, McNairn,
Stanhope and Tilbury; Miss Dalziel; Messrs. Byron and Desmarais;
Drs. Brennan Jacobs and Newberry.

Also
Present: Trustees Kennedy, Mulholland and Ruddie.
Ms. Diane Moore - representative, Women Teachers' Association.
Dr. Martha Light, Ministry of Education.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. R. Adams (Supervisor, Special Education),
Ms. P. Myatt (Administrative Assistant to the Director),
Mr. D. Simpson (Consultant, Special Education).

The Committee recommends:

PART I

a) That, effective September, 1986:

- I) A secondary gifted model be implemented for grade nine students based on the congregated-class concept.
- II) The program include a core "gifted academic package", consisting of English, Mathematics, History, Geography and Science.
- III) i) Subject to periodic review, the program be offered at Westmount (Upper City);
ii) Subject to periodic review, the program be offered at Sir John A. Macdonald (Lower City).
- IV) The present system of having a Learning Resource Teacher for the Gifted in every composite secondary school be continued for one year, subject to an immediate review by the Special Education Advisory Committee of the philosophy and practice of the program.

Respectfully submitted,

Meeting Room,
1986 01 29.

J. Bishop,
Chairman.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 01 30.

To the Chairman and Members,
Education Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective 1986 02 17, with salaries according to schedule:

Ghislaine Dean (.2)

Eleanor Thomas (.5)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Margaret Butler, 1986 02 24 to 1986 06 27 (.8)

Colleen Ireland, 1986 02 10 to 1986 03 27

Donna Moore, 1986 02 03 to 1986 06 27

Sheila Mowbray, 1985 12 10 to 1986 01 31

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Kathleen Brown, 1985 10 15 to 1986 02 28

Margaret Fleet, 1985 09 17 to 1986 03 07

Bruce MacPherson, 1985 09 03 to 1986 04 30

(d) That Olga Hencher, Primary Consultant, be returned from secondment by the IBM Corporation, effective 1986 02 01.

(e) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Judith Stokoe, 1986 03 03

Kerri Wall-Wilson, 1986 01 06 (.5)

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Barbara Brown, 1986 04 01 to 1986 07 28

Grace Mathieson, 1986 04 01 to 1986 07 28

Suzanne Sharrett, 1986 03 17 to 1986 07 11

(g) That the request of Judith Stokoe for a Parental Leave of Absence, effective 1986 02 10 to 1986 02 28 be granted.

(h) That the request of the Ministry of Education for the services of Robert Frame for a total of seven school days in May and June 1986, in order to act as a leader on the Ontario Leadership Course be accepted.

(i) That the resignation of William J. Russell, Principal, who is retiring on superannuation, effective 1986 06 30, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(j) That the Brenda Stewart's timetable be reduced from 1.0 to .5, effective 1986 02 17.

(k) That the action of the Superintendent of Operations in the approval of the following trips be approved:

(i) Dalewood, Grade 7, Camp Wanakita, Haliburton, 1986 01 13-15 (Monday to Wednesday) and 1986 01 15-17 (Wednesday to Friday)

(ii) Dalewood, Grade 8, Quebec City, Quebec, 1986 01 15-18 (Wednesday to Saturday)

(l) That the following trips be approved:

(i) Lake Avenue, Grade 8, Quebec City, Quebec, 1986 03 02-05 (Sunday to Wednesday)

(ii) Westview, Grade 8, Quebec City, Quebec, 1986 06 8-11 (Sunday to Wednesday)

(iii) Westview, Grade 7, Camp Arowhon, 1986 06 10-13 (Tuesday to Friday)

(iv) Westview, Grade 8, Ottawa, Ontario, 1986 06 11-13 (Wednesday to Friday)

SUPERINTENDENT OF CURRICULUM & SPECIAL SERVICES

(a) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Power Communications for Women Conference" held at Toronto, Wednesday, 1986 01 29 and that \$95.00 towards registration be paid, be approved.

(b) That one Junior Consultant attend the "OCLEA: The Board Consultant as Trainer and Key Resource for School Administrators conference" to be held at Toronto, Wednesday, 1986 02 05 to Thursday, 1986 02 06 and that \$225.00 be paid towards registration.

(c) That one Primary Consultant attend the "OCLEA: Curriculum Leadership for Principals Conference" to be held at Toronto, Wednesday, 1986 02 12 and that \$135.00 be paid towards registration and expenses.

(d) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend "OCLEA: A Processed Approach to System Writing Assessment" held at Toronto, Monday, 1986 01 27 and that \$135.00 towards registration and expenses be paid, be approved.

(e) That the staff assistant of Primary/Junior Education attend the Ministry of Education Junior Division Conference to be held at Toronto, Wednesday, 1986 02 19 and that \$25.00 be paid towards registration.

(f) That one principal and one vice-principal attend the "National Association of Elementary School Principals Conference" to be held at Las Vegas, Nevada, U.S.A., Monday, 1986 04 14 to Friday, 1986 04 18 and that registration and expenses be paid according to policy.

(g) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Renaissance Education Associates Process of Discovery Conference" held at Toronto, Saturday, 1986 01 18 and that registration of \$135.00 be paid, be approved.

(h) That one teacher attend the "Reading '86 Conference" to be held at Toronto, Wednesday, 1986 02 19 to Friday, 1986 02 21 and that \$160.00 be paid towards registration.

(i) That two teachers attend the "Reading for the Love of It Conference" to be held at Toronto, Thursday, 1986 02 13 and Friday, 1986 02 14 and that \$95.00 each be paid towards registration.

(j) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Kodaly Musicianship Workshop", held at Port Nelson United Church, Burlington, Tuesday, 1986 02 04, and that \$15.00 towards registration be paid, be approved.

(k) That one teacher attend the "OCLEA: Improving Instruction in the Classroom conference" to be held at Toronto, Friday, 1986 02 14 and that \$135.00 be paid towards registration and expenses by paid.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the Ontario Council for Leadership in Educational Administration Workshop on Strategies for the Implementation of Computers Across the Spectrum of Special Education to be held in Toronto, Friday, 1986 02 07, and that \$130 be paid towards the cost of registration and expenses.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 02 04

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

In December, 1985, a Compensatory Education Report was presented to the Board. Recommendations relating to the identification of schools requiring additional educational support, budgeting, staffing, the establishment of a morning nourishment program and provision for in-service accompanied this report and were approved by the Board. In addition, it was noted that a report relative to the school social workers would be presented in February, 1986. This report contains a review of the first four months of operation of the school social workers.

A recommendation designed to increase the number of school social workers is found in this report's conclusion.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education

Approved by:
A. J. Krever, Director of Education.

BACKGROUND

In September, 1985, school social workers were appointed to Queen Mary School and Robert Land School. Competition for these positions resulted in over fifty applications being received and from the ensuing interviews two outstanding candidates were selected. Appendix A contains a comprehensive job description. This job description, though somewhat general in an attempt to be all-inclusive, was designed to allow the individual school enough flexibility to meet its unique needs.

From the outset, attempts have been made to ensure that the school social worker's involvement did not become simple follow-up and peripheral but, rather, allowed the person to assume a significant role in the school's team approach in dealing with the children's academic, social, emotional and developmental needs.

Any initial hesitancy on the part of the staff which might have existed relative to the function and responsibilities of the school social worker has now developed into positive support and reception. Similarly, reception from the community has been generally positive.

Although the school social worker is directly responsible to the school principal on a daily basis, regular contact is maintained with the Adjustment Services Department. The latter has provided effective in-service training and has provided a sense of "belonging" to a specific department which has been helpful from a morale point of view.

School social workers have become members of each school's Diagnostic and Remedial Team (D.A.R.T.) and their input has added a new dimension to the group's deliberations. Individual counselling with pupils and parents has become a daily part of the social workers' responsibilities. Both students and parents have now reached the point where they are seeking out the school social worker for both practical assistance and personal advice.

TEACHERS' PERCEPTIONS

Teachers in both Queen Mary School and Robert Land have needed little encouragement to comment on their perceptions of the role of the residential school social worker. Following is a sampling of such comments.

- . In many instances, teachers have been forced to take over the many social problems of the home at severe cost to the quality of teaching.... to have another person become involved with the needy child is a beginning....please give us more of this kind of positive support.
- . It is great to have a person in the school who can deal with the many problems students have that are not "academic"....kids have more problems than we can deal with in the classroom...these problems must be dealt with and a social worker can do that.
- . I appreciate the social worker making home visits and acting as an intermediary between the school and home.

- . Sometimes suggestions are not always practical....sometimes too philosophical and not geared to school environment.
- . The social worker is a definite asset to the school environment.... an expert who can handle a crisis.
- . It is good to have another person who relates to and communicates with the parents.
- . It is good to have someone available to "listen" (sometimes teachers' duties don't allow time for listening).
- . I feel this service is not necessary for the very young (4 and 5 year olds)....relating to a teacher at this age is a "big" step....having another "stranger" is very hard for them.
- . The school social worker is an additional resource whose value to the boys and girls of this school cannot be overstated.....an absolute necessity in this school.

SOME SPECIFICS

The following chart outlines what has been initiated in the schools, what is in process, what has been completed and what remains to be done. Certainly, the listings under each heading are not meant to be all-inclusive but do represent major undertakings during the September through December, 1985 term.

INITIATED	IN PROCESS	COMPLETED	REMAINING
- Home visits to parents who feel uncomfortable or who are unable to attend regularly-scheduled meetings at the school. - Contributing as an active member of the newsletter writing team. - Attending all Diagnostic and Remedial Team meetings. - Assisting at Coffee Club sessions. - Assisting teachers with stress management (through staff meetings), - Liaising with Y.M.C.A. and Y.W.C.A. - Conferences involving various disciplines to discuss individual students.	- Assisting administration with chronic lateness. - Assisting administration with chronic truancy cases. - Providing on-going counseling and play therapy for individual students. - Developing with teachers specific behaviour modification programs. - Assisting administration with Identification, Placement and Review Committee meetings. - Counselling parents who have financial and nutritional difficulties. - Assisting with clothing distribution. - Member of Community School Program - Assisting with other social services agencies.	- Organization and implementation of a Breakfast Program. - Organization and implementation of a pediculosis program. - Organization and implementation of a clothing program. - Establishment of on-going contact with Service Clubs. - Liaising with C.A.S. and C.C.A.S. - Contributing to Diagnostic and Remedial Team (D.A.R.T.) - Participating in Adjustment Services Department in-service and regular meetings.	- Developing effective parenting program. - Co-operating and exploring further avenues with Community School Leader (Robert Land). - Contributing articles to newsletter (i.e. budgeting, preparing nutritious meals). - In-servicing teachers further relative to family dynamics. - Coordinating outreach programs. - Initiating a "social skills" program for 8-12 year olds.

PRINCIPALS' COMMENTS

The principals of the two schools now employing residential school social workers point out that the mode of operation within the school is an emerging rather than a pre-determined one. Both the job description and the principal's outline of duties have served as a guideline but local needs and day-to-day events have to some extent dictated the procedures and intervention strategies to be followed.

It is the feeling of the principals that prior to this school year, a vast majority of their efforts were devoted to reactive strategies. Although the very nature of the schools dictates the necessity of this still being the case to some extent, it has become increasingly evident that they are gradually moving to a more proactive, preventive mode of action. The combination of a residential social worker, the Adjustment Services Counsellor and the Public Health Nurse has assisted in creating a stronger team approach to deal with severe problems at a much deeper level. It is the feeling of the principals that concerns and crises are being addressed beyond what has normally been the case and preliminary evaluation suggests that there has been an increase in the degree of success. It is felt that resources are being utilized in a more systematic and effective manner. Further, family and community response appears to be positive relative to the additional assistance being given to address very needy circumstances.

Principals claim that they have been able to enlarge their community education program and that a very precise program of education has been designed through the school newsletter, the Koffee Klatch and the home visits being conducted by the school social worker and the Public Health Nurse. Planning for this parent program contains the following elements:

- . positive management techniques
- . effective ways of disciplining children
- . budgeting to meet family needs
- . planning nutritious meals on a limited budget
- . health, hygiene and happiness

In concluding their remarks, the principals state, "It is a real challenge to be involved in a pilot project involving the services of a fully qualified school social worker whose services are absolutely essential to the needs of this school and this community."

CONCLUSION:

At this time, fourteen schools have been identified as schools in need of additional educational support. Two of these schools employ the services of resident school social workers.

It is therefore recommended:

that an additional three school social workers be appointed to schools identified as "Schools in Need of Additional Educational Support!", effective 1986 09 01.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Requires for September, 1985:

SCHOOL SOCIAL WORKER

DUTIES:

The successful candidate will operate as a residential social worker in an inner-city elementary school. She/he will be responsible to the principal of the school and will work with students, families and staff, both within the school and in the neighbourhood. A more detailed job description is available upon request.

QUALIFICATIONS:

Bachelor of Social Work

Field work placement in Hamilton Schools will be an asset.

APPLICATIONS:

Please forward a detailed resume before June 10, 1985 to:

K. A. Rielly
Superintendent of Operations
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

A. J. Krever,
Director.

R. E. Mulholland,
Chairman.

JOB DESCRIPTION

SOCIAL WORKERS: HAMILTON ELEMENTARY SCHOOLS

Operational Procedure: The social worker will be responsible to the principal of the school on a daily basis as a staff member, and also to the Adjustment Services Department who will provide ongoing casework supervision and liaison with Special Services. In-service and staff development programs will be provided by the Adjustment Services Department.

The process and use of the residential social worker will be reviewed in one year in order to examine the value to the school, staff and community.

Responsibilities to the School:

- . in co-operation with the principal and staff, work with students and families as problems are identified.
- . assist teachers to understand individual problems and assist in dealing with disruptive behaviour
- . assist in the early identification of problems, and develop strategies to meet identified special needs
- . act as a part of the school team (Special Education, Psychological Services, Adjustment Services, Primary Education, etc.) in order to assess and remediate inappropriate behaviour
- . act as a consultant to principal and staff regarding child growth and development and principles of good mental health
- . assist and deal with group problems and crisis intervention

Responsibilities to the Student:

- . to be available for intensive counselling and assistance to students to achieve satisfactory relationships in school, home and community
- . to work with groups of students where common concerns can be addressed, such as improvement of social skills, improvement of attendance patterns, etc.
- . to develop with teacher and student behaviour modification programs to improve classroom behaviour

Responsibilities to the Family

- . to work closely with parents whose children are having serious adjustment problems at school
- . to initiate home visits, school conferences towards developing and/or improving teacher/parent relationships
- . to act as resource and advocate for parents regarding required resources and programs to assist needs of families and students
- . to be available to parents as a consultant and advocate for their concerns and special needs

Responsibilities to the Community

- . to be aware of neighbourhood concerns and needs
- . to utilize in the school effective use of community resources
- . to participate and develop appropriate joint planning of programs within the community

To the Chairman and Members
Education Management Committee
San Diego Board of Education

San Diego, California

Re: THE SAN DIEGO'S INTERNATIONAL CENTRE INCORPORATED BY
THE SAN DIEGO BOARD OF EDUCATION IN 1967

REVIEW OF THE CENTRE

The concept of a children's centre first developed in New York City in 1951 when an information centre on children's activities was founded. The concept was reported in the issue of "United Way" and a group of children's centre workers met in 1952.

The centre is a collection of children's books, toys, games, puzzles, handicrafts, etc. from all over the world. First located in a room in a school's basement, the centre was moved to a building in 1967.

The collection was expanded to include a large room and a large room in the school building. The centre was moved to a new building in 1967.

In 1967, official approval from the Director of the Board of Education was given. The City of San Diego was given the right to use the building and other facilities for the centre. The centre was moved to a new building in 1967.

THE OBJECTIVES OF THE CENTRE

To provide children's training programs which encourage in children an awareness of our world community and develop attitudes of tolerance and respect for children of different racial, religious, and national backgrounds.

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 02 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: THE CHILDREN'S INTERNATIONAL CENTRE SPONSORED BY
THE HAMILTON BRANCH OF THE UNITED NATIONS ASSOCIATION IN CANADA

HISTORY OF THE CENTRE

The concept of a children's centre first developed in New York City in the mid-1960's when an information centre on children's cultures was founded. Its success was reported in an issue of "UNICEF News" and a group of Hamilton people picked up the idea.

They began a collection of children's books, toys, games, costumes, handicrafts, etc. from all over the world, first housed in a room in a member's home, from which tours of the collection to schools were organized.

The collection soon became too large to take on tour and a large room in the MacNab Street YWCA was rented on a seasonal basis for displays to which school classes were invited.

In 1972, official approval from the Director of The Board of Education for the City of Hamilton was given for schools to visit the displays and since then, an average of 200 of our classes annually have visited the displays at a modest admission rate.

THE OBJECTIVES OF THE CENTRE

To provide dynamic teaching programmes which encourage in children an awareness of our world community and develop attitudes of friendship and respect for children of different racial, religious, and national backgrounds.

THE PROGRAMME

A typical year's programme (Appendix A) is attached for your information.

THE FINANCIAL SITUATION

The Children's Centre is dependent upon grants, donations and admission fees to meet its expenses. Many volunteers assist in the preparations of displays and class instruction.

Its major expenses include salaries approximating \$30,000 per year, and rent. (Appendix B)

The Hamilton Branch of The United Nations In Canada is at this time requesting support of the Board of Education.

It is, therefore, respectfully recommended:

RECOMMENDATION

That \$6,000 be paid to The Children's International Centre for the calendar year 1986-87 on the understanding that students of this Board scheduled to visit the Centre will be admitted free of charge, and that our participation be received by December, 1986.

Prepared and
submitted by: C. G. W. McKague
Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

THREE PROMISES TO YOU!

Tuesday, October 1st to Thursday, October 31st, 1985.

Everyone likes stories, particularly ones with cartoon illustrations, Munroe Leaf wrote "Three Promises to You!" and other stories you might have heard of e.g. "Ferdinand the Bull".

Three Promises to You is a story for children, of how the world leaders promised that they would work together for a safer, happier world. Can you think what the three promises might be and how we can each help to keep them?

(recommended for Grades 3 - 6)

CHRISTMAS AROUND THE WORLD

Tuesday, November 12th to Friday, December 13th, 1985.

Do you know that many of our Christmas traditions in Canada have come from other countries? We share many of our customs, stories and carols with people from other lands. Through this programme you will rediscover some traditions and learn about new ones. We will remember the message of the first Christmas "joy and peace to the world".

(recommended for Grades 2 - 5)

YOUR DAY, MY DAY

Tuesday, January 14th to Thursday, March 6th, 1986.

We all know what we do each day, have you ever wondered what other people around the world are doing? This programme will let you be as inquisitive as you like, and find out how other children in the "Americas" spend their day! Discover the differences and similarities between life in such countries as Colombia, Bolivia, Peru, Mexico and Canada.

(recommended for Grades 2 - 6)

WHAT ABOUT WATER?

Tuesday, March 18th to Thursday, April 17th, 1986.

Canada is very lucky because we have a lot of fresh water. There are more lakes in Canada than any other country in the world. Water is used in many ways. People can survive for up to two months without food, but only three days without water. If you are thirsty, what do you do? Is there really "WATER, WATER EVERYWHERE?" Discover the answers to many questions and try some experiments at the Children's International Centre.

(recommended for Grades 3 - 6)

THE STORY WORLD OF CHILDHOOD

Tuesday, April 29th to Thursday, June 12th, 1986.

Canadian children, whose families have enriched our multicultural country, can share through translation favourite stories from other lands. Legends and folk tales are also told by means of plays, puppets, dance, music and poetry. At the Centre, children will see puppets from several countries and learn their stories. World famous stories from Europe, the Middle East, Asia, Africa and the Americas will be illustrated by miniature three dimensional scenes.

(recommended for Grades 2 - 6)

UNITED NATIONS ASSOCIATION IN CANADA
Hamilton Branch
CHILDREN'S INTERNATIONAL CENTRE
STATEMENT OF RECEIPTS AND DISBURSEMENTS
GENERAL FUND

<u>RECEIPTS:</u>	<u>ACTUAL</u> <u>3/31/85</u>	<u>FORECAST</u> <u>3/31/86</u>	<u>FORECAST</u> <u>3/31/87</u>
<u>Grants</u>			
Canadian International Development Agency [CIDA]	\$12,000	\$12,000	\$13,500
Regional Municipality of Hamilton-Wentworth	3,330	3,500	3,700
United Nations Association - Hamilton Branch	1,500	1,500	2,000
- Central Office	-	-	-
Provincial Youth Employment Grant	-	9,464	9,500
*Donations by Individuals, Foundations and Corporations	4,625	5,000	6,000
<u>Other:</u>			
Canadian Family Book Sales	3,006	3,000	3,000
Voluntary Admissions to Children's Centre	1,052	2,000	2,500
Donations in Kind	2,708	2,500	2,500
Child Sponsorship Program	1,000	800	800
Miscellaneous Income	345	* 1,900	-
TOTAL RECEIPTS	\$29,566	\$41,664	\$43,500
<u>DISBURSEMENTS:</u>			
Salaries and Benefits	\$20,091	\$29,859	\$27,000
Resource Material, Artifacts and Films	388	500	500
Youth Activities	2,708	2,500	2,500
Rent - Centre	[Paid to 6/30/86] 6,336	-	6,716
- Office	562	640	691
Office Expense	1,734	1,700	1,700
Telephone	519	500	600
Insurance	602	650	700
Festival of Friends:	335	400	400
Canadian Family Book Promotion	-	-	-
Child Sponsorship Program	900	800	800
Mileage and Parking	-	250	500
Miscellaneous	269	100	100
TOTAL DISBURSEMENTS	\$34,444	\$37,849	\$42,207
Net Receipts (disbursements) from operations	\$[4,878]	\$ 3,765	\$ 1,295**
Transfer from Capital Fund	\$ 7,000	\$	\$ -
Net Receipts (disbursements) for year	\$ 2,122	\$ 3,765	\$ 1,293
Funds on hand (overdraft) beginning of year	\$[2,180]	\$ [58]	\$ 3,707
Funds on hand at end of year	\$ [58] **	\$ 3,707	\$ 5,000

*Donation in kind - more than 40 hrs./week per year as Volunteer Director \$15,000 not included

Dec. 12/85

*Interest from Capital Fund. ** As soon as we are assured of a steady cash flow, we will try to replace in the Capital Fund the \$7,000 transferred in the year ending March 31, 1985

PROGRAM SUPPORT FOR THE CHILDREN'S INTERNATIONAL CENTRE

2 staff @ 17½ hours/week/year @ \$4/hour	\$ 9,000
1 staff @ 20 hours/week/50 weeks @ \$10/hour	10,000
1 staff @ 7 hours/week/52 weeks @ \$6/hour	2,000
1 volunteer Director @ 30 hours/week/52 weeks [donation][15,000]	
	\$ 36,000

Occupancy Costs	\$ 10,000
Staff Support	36,000
Printing, Films, and Resources (minimum)	4,000
To service 15,000 visits by schools and community groups + 5,000 additional contacts for information	\$ 50,000

Approximately \$3.00 per unit visit minimum of actual funding as well as volunteer participation consisting of 1,000 Volunteer hours of teaching time + 500 hours for preparation and research is required, per year.

FUNDING GOALS

We would like to build a Capital Fund of at least \$120,000 to provide an assured annual income of at least \$10,000.

We hope to receive a fee for services from Boards of Education and admissions to the Children's International Centre of approximately \$10,000 per year.

For the year ending March 31st, 1986, we expect to receive contributions from various levels of government of \$15,000 per year.

The remaining \$15,000 we hope to receive annually from corporate donations, foundations and individuals.

At present because of my donation of time we are able to manage, though somewhat precariously, on a smaller budget.

REPORT OF THE
COMMITTEE TO STUDY ACCOMMODATION MATTERS
ON THE CENTRAL AND WEST MOUNTAIN

Present: Trustee Mary Caye Clarke (Chairman);
Trustees Hicks, Kennedy and Van Horne; Mesdames Sellars and
Wall; Messrs. Devay, McWhinnie and Morris.

Also

Present: Trustees Mulholland, Lowe and Deans.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. J. Singer (Deputy Administrator - Buildings),
Mr. J. Forrester (Area Superintendent),
Mr. A. Stockwell (Area Superintendent).

The Committee recommends:

PART II

1. That a detailed report be prepared by the administration, analyzing the concept of core schools, taking into account the cost, uses (i.e., community centres) and the Board to investigate whether the Province will help fund such a study.
2. That the Board consider, as soon as practicable, a programme of replacing a significant number of the portables at R. A. Riddell Elementary School with demountables.
3. That a review of the locations of Special Education programmes be undertaken to relieve pressures where projections indicate overcrowding.
4. That the Transportation Committee review the Board's operating principles with respect to busing, with community input, in light of the continued growth on the West Mountain.

Committee Room,
1986 01 08.

Respectfully submitted,

Mary Caye Clarke,
Chairman.

A G E N D A
EDUCATION MANAGEMENT COMMITTEE

1986 03 04

URBAN/MUNICIPAL
CAYON HBLW26
A32
1986

FEB 28 1986

Confirmation of the minutes of the last regular and special meetings of 1986 02 10 and 1986 02 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Correspondence - Ontario Medical Association (tabled from February E.M.C. - 1986 02 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Communications Advisory Committee.
3. Report of the Special Education Advisory Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Proposed Suicide Prevention Program - (tabled from February E.M.C. - 1986 02 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request re: "4 Over 5" Plan - John Paul Morrison.
3. Summer School Programme.
4. Proposed Pre-Employment Programme.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Proposed Suicide Prevention Program - (tabled from February E.M.C. - 1986 02 04).
2. Director's Accommodation Report - re: Addition to George L. Armstrong (referred from Special E.M.C. - 1986 02 13).
3. Accommodation Alternatives for Pauline Johnson/Cardinal Heights (from Special Board - 1986 02 26).
4. Recommendation re: Junior Trainable Retarded School Closure. (from Special Board - 1986 02 26.)

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Writing to Read Program - Oral Report from O. Hencher.
3. Summer Skill Program.
4. Royal Botanical Gardens.

Ontario Medical Association Committee
on Public Health Development

Background

At the 1961-62 meeting of the Education Management Committee, a report was made by officials with respect to the Ontario Medical Association's Committee on Public Health in New York by students, teachers and staff in schools.

A recommendation was made to refer the report to the groups that would be directly involved should this action be taken for their input in the matter.

Please find attached to this report the following information:

APPENDIX 1

Recommendations from --

- (a) Hamilton Teachers' Federation
- (b) Hamilton Principals' Association
- (c) Hamilton Secondary School Principals' Council
- (d) Ontario Secondary School Teachers' Federation adopts the same position in this matter
- (e) Ontario Medical Association

APPENDIX 2

Verbal reports from most Students' Council Presidents requested through the Principals' Council.

APPENDIX 3

Survey of School Staffs taken during National Non-Teaching Week, January 1962 (Report compiled by Al Grayson, Physical Education Committee)

Appendix 4

Positions taken by a variety of Boards in response to the Ontario Medical Association's correspondence.

Summary

There is general agreement in principle with the position taken by the Ontario Medical Association Committee on Public Health because of the serious health hazards associated with smoking and "second-hand" smoke. However, because of the economic pressure some schools are facing in dealing with a new and too anticipated adverse public reaction that would result in limiting the present aim of schools to support teachers, there appears to be no immediate answer to the matter.

100-100000

1. The first part of the report is a general description of the project.
2. The second part is a detailed description of the methodology used.
3. The third part is a description of the results of the study.
4. The fourth part is a discussion of the results and their implications.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 02 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Ontario Medical Association Committee
on Public Health Correspondence

Background

At the 1986 02 07 meeting of the Education Management Committee, a report was made by officials with respect to the Ontario Medical Association's Committee on Public Health to ban smoking by students, teachers and staff in schools.

A recommendation was made to refer the report to the groups that would be directly involved should this action be taken for their input on the matter.

Please find attached to this report the following information:

APPENDIX 1

Correspondence from --

- (a) Hamilton Teachers' Federation
- (b) Hamilton Principals' Association
- (c) Hamilton Secondary School Presidents' Council
(note) Ontario Secondary School Teachers' Federation adopts the same position
in this matter
- (d) Ontario Medical Association

APPENDIX 2

Verbal reports from most Students' Council Presidents requested through the Presidents' Council

APPENDIX 3

Survey of School Staffs taken during National Non-Smoking Week, January 1986
(Report compiled by Al Craven, Physical Education Consultant)

Appendix 4

Positions taken by a variety of Boards in response to the Ontario Medical Association correspondence.

Summary

There is general agreement in principle with the position taken by the Ontario Medical Association Committee on Public Health because of the serious health hazards associated with smoking and "second-hand" smoke. However; because of the sensitive personal issue involved, the futility of policing such a ban and the anticipated adverse public relations that would result in shifting the present site of smokers to another location, there appears to be no simplistic answer to the matter.

In my review of the literature on this topic, it appears that the most effective strategies used to date to eliminate smoking by students and adults occurs through a combination of education, individual decision-making and peer-sibling pressure.

Recommendations

1. That no action be taken by the Board to ban smoking by students, teachers and staff.
2. That the continued efforts of principals and teachers to educate students and peers about the hazardous health consequences of smoking be encouraged.
3. That the Students' Council Presidents' Association be requested to consider the setting up of workshops in their schools to assist students and teachers to stop smoking through educational seminars, peer counselling and peer clinics.

Prepared by: K. A. Rielly

Approved and Submitted by: A. J. Krever

In the history of the University of the Pacific, it is noteworthy that the first attempt to establish a permanent institution of higher learning in the city of San Francisco was made in 1862, when the University of the Pacific was founded by a group of prominent citizens.

Objectives

1. That no action be taken by the Board in the absence of a majority of the members.
2. That the principal efforts of the University be directed to the advancement of the sciences and the arts.
3. That the University be organized as a corporation, and that the Board of Trustees be authorized to make such laws and regulations as may be necessary for the proper management of the same.

Respectfully,
A. J. Brown



HAMILTON TEACHERS' FEDERATION

180 Grant Avenue, Hamilton, Ontario L8N 2Y1 529-1634

1986 01 30

Mr. A. J. Krever
Director of Education
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

JAN 31 1986

Dear Mr. Krever:

In Hamilton, elementary school teachers do not wish to condone smoking nor encourage students to take up the habit. We also recognize that smoking is a sensitive personal issue for many of our members, both pro and con.

In our elementary schools, adults are permitted to smoke only in the staffroom. All staff members respect this. Our teachers are very conscious of their status as role models and are careful not to smoke on the schoolyard or while going to or from the parking lot when students are present.

Many staffrooms are too small for the size of the staff and have very poor air circulation. Naturally, there are many complaints of second-hand smoke in those situations. Installing fans or air purifiers would make these rooms more comfortable for everyone.

We feel it would be difficult to impose and enforce a ban on smoking if everyone were not supportive. Prohibiting adults from an activity that they wish to engage in is rarely successful - witness Prohibition in the U.S. Adults, teachers, as well as volunteers who are no longer allowed to smoke in the staffroom might go to a washroom or empty classroom instead. The problem will have been moved rather than removed.

We feel that a more positive action would be to encourage each school to set a smoking policy. Some staffs may opt to ban smoking in their schools entirely. Others may chose to prohibit smoking at lunchtime when people are eating or during staff meetings. A decision that a staff has made collectively will likely be respected.

HAMILTON TEACHERS' FEDERATION

100 GERRARD STREET EAST, TORONTO, ONTARIO M5E 1B3

1990/01/20

Mr. A. J. [unclear]
Director of Education
[unclear] [unclear]
[unclear] [unclear]
[unclear] [unclear]

Dear Mr. [unclear]:

In response to your letter of January 10, 1990, regarding the proposed changes to the Hamilton Teachers' Federation's policy on the use of force by teachers, I am writing to you today to express my concerns.

As you are aware, the Hamilton Teachers' Federation has a long history of advocating for the rights of its members and the public. We are committed to the highest standards of professional conduct and to the well-being of our students.

It is our belief that the proposed changes to the policy on the use of force are inconsistent with our commitment to the highest standards of professional conduct and to the well-being of our students.

We feel it would be difficult to implement the proposed changes to the policy on the use of force without undermining the trust and respect that are essential to the teaching profession.

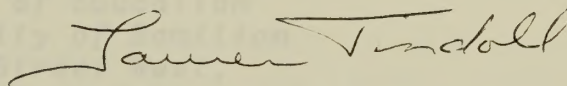
We feel that a more positive approach to discipline is needed. We believe that a more positive approach to discipline is needed. We believe that a more positive approach to discipline is needed.

HAMILTON PRINCIPALS' ASSOCIATION

We hope that all smoke free schools would be acknowledged and all others be encouraged to follow their example.

We appreciate this opportunity to contribute to the discussion on this topic.

Sincerely,



Lauren Tindall
HTF President

Mr. G.M.A. Request to Ban
Smoking in Schools

Dear Mr. Brewster:

The Hamilton Principals' Association applauds the Ontario Medical Association's support for this very important health issue and its effect on young children. The efforts to bring this matter to the attention of the public and the school community are commendable.

At present, students in elementary schools are not allowed to use tobacco in or around the buildings and the smoking ban is being enforced in all schools. As a result, the use of tobacco products by students is declining. To make the smoking problem even more serious, the use of tobacco products in the schools could create other problems.

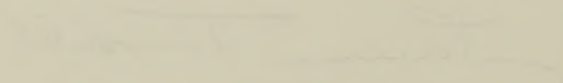
Banning the use of tobacco in schools may also encourage staff who feel the need to smoke to spend less time in the buildings whenever possible. Others may not be able to find a place to smoke and as a result, the use of tobacco products in the schools could create other problems.

Other aspects of the smoking ban issue are also involved. Who is to enforce the ban? Who is to monitor the enforcement? What are the penalties for non-compliance? Is a ban going to be successful if it is not enforced? These are the questions that need to be answered.

The report of the committee on the subject of the
which is attached to this report.

We agree that this document is not to be
this report.

Sincerely,



John T. Smith
My Brother

HAMILTON PRINCIPALS' ASSOCIATION

Past President
KEN E. SHOESMITH

President
ROBERT D. CARLE

1st Vice-President
KENNETH R. KEMP

2nd Vice-President
ROBERT G. McPHERSON

Corresponding Secretary
ORVAL A. BURLANYETTE

Recording Secretary
KATHRYN A. PAWLASEK

Treasurer
WILLIAM G. THOMAS

1986 01 13

Mr. A. J. Krever,
Director,
The Board of Education
for the City of Hamilton
100 Main Street West,
Hamilton, Ontario.
L8N 3L1

**Re: O.M.A. Request to Ban
Smoking in Schools**

CHAIRMEN OF COMMITTEES

Constitution
KEN E. SHOESMITH

Economic Policy
ROBERT D. ALLAN

Media Services
KELVIN E. FLEGG

Operations
KELVIN E. FLEGG

Professional Development
J. JAMES McCAGHEY

Retreat
ROBERT D. ALLAN
BRUCE MAIR

Social
BRIAN C. CASTLE

Special Education
PAUL BABCOCK

Dear Mr. Krever:

The Hamilton Principals' Association applauds the Ontario Medical Association's concern for this very important health issue and its effect on young children. The efforts to bring this matter to the attention of the public and the school community are commendable.

At present, students in the elementary schools are not allowed to use tobacco in or around the buildings and the declining number of staff who smoke do so in designated areas not normally used by students. As the smoking of tobacco continues to be exposed as a genuine health risk, the number of staff members who use the product appears to be declining. To solve the smoking problem by banning the use of tobacco products in the schools could create other problems.

Banning the use of tobacco in schools may well encourage staff who feel the need to smoke to spend less time in the buildings whenever possible. Others may set a poor example by finding a remote area of the building to break a ban. Reduced staff morale could result with unnecessary conflicts and anxieties artificially created through a ban.

Other aspects of the request create issues to be resolved. Who is to enforce a ban? Who monitors the enforcer? What are the sanctions for breaking a ban? Is a ban going to accomplish the goal if staff do not smoke around children?

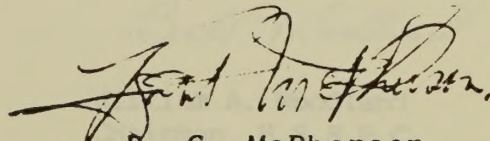
It would appear that an extensive curricular approach to the problem would better address the concerns of the O.M.A. on this matter. Input on the extension and updating of existing curriculum materials might be sought through the O.M.A. and a co-operative programme aimed directly at youth could better equip youngsters with the appropriate information needed for making lifestyle choices.

In light of the target audience of the request, and the declining number of staff who smoke tobacco, the H.P.A. is unable to fully support the request to ban smoking by staff in our schools. The suggestion of a voluntary abstinence from smoking during National Non-Smoking Week, January 16 to 22, 1986 can whole-heartedly be encouraged.

Recommendation:

In as much as students presently are not allowed to smoke in or around our elementary schools, it is recommended that the Board of Education for the City of Hamilton take no further action on the request of the Ontario Medical Association "to ban smoking by students, teachers and staff in the schools". Continued curriculum development to address the whole area of smoking and other drug abuse is to be encouraged.

Prepared and submitted by:



R. G. McPherson,
2nd Vice-President,
Hamilton Principals' Association.

SIR WINSTON CHURCHILL SECONDARY SCHOOL

1715 MAIN STREET EAST, HAMILTON, ONTARIO, L8H 1E3

TELEPHONE (416) 547-6415

OFFICE OF THE PRINCIPAL

January 27, 1986

Mr. A. Krever
Director of Education
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

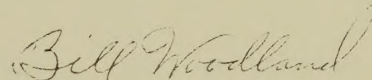
RE: Response to the proposal of the
Ontario Medical Association

The Hamilton Secondary School Principals' Council supports your general statements concerning the O.M.A. proposal regarding the banning of smoking by students, teachers and staff in the schools.

The H.S.S.P.C. believes the implementation of the O.M.A. recommendation would create a number of practical difficulties for secondary school administrators, eg., dealing with public relation problems which might result from students smoking on properties adjacent to school property. It is also felt that concerns related to smoking might be better dealt with through an intensive public education program.

Therefore, the H.S.S.P.C. agrees with the present Board policy in regard to smoking and does not support the recommendation of the Ontario Medical Association.

Sincerely,



William A. Woodland
Chairman, H.S.S.P.C.

WAW/GdeJ

SIN WATSON CHURCHILL SECONDARY SCHOOL

171 WATSON STREET, WATSON, DISTRICT OF THE CITY

IN THE DISTRICT OF THE CITY

Office of the Registrar

January 17, 1961

Mr. A. Brown
Director of Education
Education Board of Western
New York State
Albany, New York
New York

Dear Mr. Brown:

RE: Response to the proposal of the
Western Medical Association

The Western Medical Association's Council supports
your general statement regarding the W.M.A. proposal regarding
the funding of medical education, research and staff in the
medical field.

The U.S.A.C. believes the implementation of the W.M.A.
recommendation would create a number of serious difficulties and
secondary school administration, etc., dealing with public relations
problems which would result from students seeking or providing
admission to medical programs. It is also felt that the proposal
to maintain close contact with the medical field through an intensive public
education program.

Therefore, the U.S.A.C. agrees with the Western Medical Association
in regard to funding and does not support the recommendation of
the Western Medical Association.

Sincerely,

William A. Smith
Chairman, U.S.A.C.

cc: W.M.A.

Ontario Medical Association

250 Bloor St. E., Suite 600
Toronto, Ontario
M4W 3P8
416 963-9383

November 27, 1985



JAN 2 1986

I am writing to you on behalf of the Ontario Medical Association to bring the following recommendation to your attention:

"That the Boards of Education of this province be urged to ban smoking by students, teachers and staff in the schools."

This motion passed at the O.M.A. Annual Council meeting. It arose from the floor of Council, which is our "parliament", consisting of 225 Specialists and Family Physicians from all over the province.

The arguments for this position are clear. The importance of the school, its staff, teachers and principals as exemplars for children; the importance of providing children with a supportive environment as they are making early lifestyle choices; the high personal health costs for children from smoking and involuntary exposure to tobacco smoke; the opportunity costs to society of treating preventable, tobacco-induced disease.

In our view we must as a society make headway in helping children avoid taking up demonstrably unhealthy lifestyles. This O.M.A. recommendation is a request for your participation. Thank you very much for whatever consideration you can give to it.

You should also be aware that National Non-Smoking Week (NNSW) is scheduled for January 16 to 22, 1986. A trial smoke-free week might be a consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "JH Thornley", is written over a horizontal line.

James H. Thornley, M.D.
Chairman
O.M.A. Committee on Public Health

JHT:rl

cc: Society of Medical Officers of Health of Ontario
O.M.A. Section on General & Family Practice
Ontario Teachers' Federation
Ontario School Trustees' Council

APPENDIX 2

Summary of Responses Regarding Ban On Smoking From Student Council Presidents

1. Westdale

53% voted to ban smoking

44% voted not to ban smoking

3% didn't care

(80% of students are non-smokers)

- smokers say that if they want to, it's their right to smoke as long as designated areas are provided
- how would it be enforced?
- if non-smokers did not want to be in contact with smoke, they would avoid this area
- no smoking outside the school doors because of the bad image imposed
- a lot of students felt that smoking outdoors has no effect

2. Barton

They think that the ban is a good idea, however, problems would develop with students crossing the road to smoke on other than school property -- creates a poor school image.

3. Glendale

Council felt they would like to keep the smoking areas to discourage students smoking in washrooms and on neighbouring properties.

4. Hill Park

The smoking ban is a bold stand against a touchy issue that in our view will create more problems than is worthy of our efforts. We feel that we would be doing the wrong thing for the right person.

Some problems that might arise:

- increases teacher supervision in washrooms and in the old smoking areas
- it would invite the students to cross the street and loiter on the neighbours property
- the students would make a mess of their property and problems with the police will come in
- non-smokers' rights are upheld throughout the school, but what about the smokers' rights for both teachers and students

People smoking in the staff room and the smoking area will not change the non-smokers life that drastically.

5. Sherwood

Council was not sure of the teachers' reaction. They would like the smoking area left as is.

6. Sir Allan MacNab

Council voted 15 to 1 to leave things the way they are, i.e. staff allowed to smoke in the staff room and students in the smoking area.

7. Westmount

Council felt it was unfair to ban smoking due to the additional problems created such as smoking on property other than school property and the difficulty in enforcing the ban.

8. Delta

Council would like to see smoking area retained so that students do not smoke in washrooms. Only few staff smoke.

Summary of Proceedings - 1964-65
Joint Student Council Meeting

1. Opening

The meeting was held in the gymnasium.

It opened with the singing of the national anthem.

The following items were discussed:

(1) The student council members.

(2) The student council members.

(3) The student council members.

(4) The student council members.

(5) The student council members.

(6) The student council members.

(7) The student council members.

(8) The student council members.

2. Business

The first item of business was the report of the student council members.

The second item of business was the report of the student council members.

The third item of business was the report of the student council members.

3. Discussion

The first item of discussion was the report of the student council members.

The second item of discussion was the report of the student council members.

4. Roll Call

The meeting was held in the gymnasium.

It opened with the singing of the national anthem.

The following items were discussed:

(1) The student council members.

(2) The student council members.

(3) The student council members.

(4) The student council members.

(5) The student council members.

(6) The student council members.

(7) The student council members.

(8) The student council members.

(9) The student council members.

(10) The student council members.

5. Adjournment

The meeting was held in the gymnasium.

It opened with the singing of the national anthem.

6. The Student Council

The first item of business was the report of the student council members.

The second item of business was the report of the student council members.

7. Minutes

The first item of business was the report of the student council members.

The second item of business was the report of the student council members.

The third item of business was the report of the student council members.

8. Roll Call

The meeting was held in the gymnasium.

It opened with the singing of the national anthem.

APPENDIX 3

NATIONAL NON-SMOKING WEEK SURVEY - JANUARY 1986

PERCENTAGE OF NON-SMOKERS	TOTAL NUMBER OF STAFF	NUMBER OF NON-SMOKERS	SCHOOL
100%	13	13	1
100%	15	15	2
100%	23	23	3
100%	15	15	4
96%	23	22	5
96%	25	24	6
95%	21	20	7
94%	17	16	8
91%	22	20	9
91%	22	20	10
91%	23	21	11
91%	23	21	12
88%	25	22	13
88%	56	49	14
87%	15	13	15
87%	78	68	16
86%	22	19	17
85%	26	22	18
85%	33	28	19
84%	63	53	20
84%	31	26	21
83%	29	24	22
83%	12	10	23
83%	24	20	24
83%	18	15	25
83%	6	5	26
82%	28	23	27
82%	28	23	28
81%	27	22	29
81%	27	22	30
80%	75	60	31
79%	42	33	32
79%	24	19	33
78%	40	31	34
78%	18	14	35
76%	33	25	36
76%	29	22	37
76%	92	70	38
76%	29	22	39
75%	24	18	40
75%	20	15	41
75%	20	17	42
75%	12	9	43
74%	23	17	44
72%	29	21	45
70%	30	21	46
70%	20	14	47
64%	25	16	48
64%	20	18	49
62%	37	23	50
43%	23	10	51

DATE	AMOUNT	DATE	AMOUNT
------	--------	------	--------

1	11	11	11
2	12	12	12
3	13	13	13
4	14	14	14
5	15	15	15
6	16	16	16
7	17	17	17
8	18	18	18
9	19	19	19
10	20	20	20
11	21	21	21
12	22	22	22
13	23	23	23
14	24	24	24
15	25	25	25
16	26	26	26
17	27	27	27
18	28	28	28
19	29	29	29
20	30	30	30
21	31	31	31
22	32	32	32
23	33	33	33
24	34	34	34
25	35	35	35
26	36	36	36
27	37	37	37
28	38	38	38
29	39	39	39
30	40	40	40
31	41	41	41
32	42	42	42
33	43	43	43
34	44	44	44
35	45	45	45
36	46	46	46
37	47	47	47
38	48	48	48
39	49	49	49
40	50	50	50
41	51	51	51
42	52	52	52
43	53	53	53
44	54	54	54
45	55	55	55
46	56	56	56
47	57	57	57
48	58	58	58
49	59	59	59
50	60	60	60
51	61	61	61
52	62	62	62
53	63	63	63
54	64	64	64
55	65	65	65
56	66	66	66
57	67	67	67
58	68	68	68
59	69	69	69
60	70	70	70
61	71	71	71
62	72	72	72
63	73	73	73
64	74	74	74
65	75	75	75
66	76	76	76
67	77	77	77
68	78	78	78
69	79	79	79
70	80	80	80
71	81	81	81
72	82	82	82
73	83	83	83
74	84	84	84
75	85	85	85
76	86	86	86
77	87	87	87
78	88	88	88
79	89	89	89
80	90	90	90
81	91	91	91
82	92	92	92
83	93	93	93
84	94	94	94
85	95	95	95
86	96	96	96
87	97	97	97
88	98	98	98
89	99	99	99
90	100	100	100

APPENDIX 4

Toronto Board of Education

Central office is just beginning to act on the request of the O.M.A.

A Committee on Smoking has submitted a report to the Health and Fitness committee regarding limiting smoking in designated areas only, etc.

The Director has received a recommendation to ban smoking in Central office - no definite decision yet.

Federation has been involved regarding the ban on smoking in the schools -- still under consideration.

Wentworth County

The Wentworth County Board has taken no action as yet. The matter has been referred to the officials for recommendations and directions.

Halton Board

Trustee recommended that discussion take place within the schools re the ban on smoking -- Superintendents to return with recommendations -- no system policy (left with the individual schools to work out).

However, Trustees agreed that their Board room be a non-smoking area.

Hamilton-Wentworth Roman Catholic Separate School Board

Board directed the establishment of a "smoke-free space" ad hoc committee. The committee now in the process of surveying the schools, staffs and central offices.

Timmons Board

Timmons Board has banned smoking on all board property to be implemented for September 1986. (Great concern has been raised by officials and federations on how this can be enforced.)

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 03 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That an Area Superintendent attend the World Congress on Education and Technology to be held at Vancouver, B.C., from Thursday, 1986 05 22 to Sunday, 1986 05 25, and that expenses be paid according to policy.

(b) That an Area Superintendent attend the International Conference on Magnet Schools to be held at Milwaukee, Wi., from Wednesday, 1986 05 07 to Saturday, 1986 05 10, and that expenses be paid according to policy.

(c) That the Associate Superintendent of Curriculum and Special Services attend the 64th Annual Convention of the Council for Exceptional Children to be held in New Orleans, Louisiana from Monday, 1986 03 31 to Friday, 1986 04 04, and that his expenses be paid according to policy.

(d) That the Hamilton Board of Education co-operate with Sheridan College of Applied Arts and Technology in allowing the field placement of students from their Educational Assistant Program in some of our schools with special education facilities.

Superintendent of Curriculum and Special Services

(a) That the Co-operative Education Co-ordinator and the Family Studies Supervisor attend the "Niagara Regional Curriculum Group: Serving Your Community in 1990: How Schools Must Change Workshop" to be held at St. Catharines, Wednesday, 1986 03 19 and that \$50 each be paid towards registration.

(b) That one Supervisor and one Consultant of Business Education attend the "Ontario Business Education Association Conference" to be held at Toronto, Thursday, 1986 04 17 to Saturday, 1986 04 19 and that \$190 each be paid towards registration and expenses.

(c) That one Computer Studies Consultant attend the "Introduction to the ICON for Site Administrators" to be held at Toronto, Monday, 1986 03 10 to Wednesday, 1986 03 12 and that \$450 be paid towards registration and expenses.

(d) That two Consultants and one Supervisor of Languages attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto, Friday, 1986 04 04 to Saturday, 1986 04 05 and that registration and expenses be paid according to policy.

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

(e) That two Mathematics Consultants and the Supervisor of Mathematics attend the "Ontario Association for Mathematics Education Conference" to be held at London, Friday, 1986 05 09 to Sunday, 1986 05 11 and that registration and expenses be paid according to policy.

(f) That three Supervisors (Family Studies, Geography, Computer Studies), two Computer Consultants and one Special Education Consultant attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02 and that \$200 be paid towards registration and expenses.

(g) That \$300 be paid for additional pre-conference workshops for the participants of the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02.

(h) That one Computer Consultant attend the "Educational Computing Organization of Ontario Conference", as a presenter, to be held at Toronto, Thursday, 1986 05 01 to Friday, 1985 05 02 and that \$195 be paid for expenses and membership.

(i) That one Physical and Health Education Consultant attend the "8th Annual Guelph Conference on Sexuality" to be held at Guelph, Sunday, 1986 06 08 and that \$75 be paid towards registration.

(j) That the Superintendent of Curriculum and Special Services and the Values Education Consultant attend the invitational "Conference on Planned Change" to be held at Toronto, Sunday evening 1986 05 04 to Tuesday, 1986 05 06 and that \$85 be paid towards registration and expenses.

(k) That \$750 be allocated in support of our hosting the annual provincial conference of the Ontario Society of Education Through Art to be held at Hamilton, Thursday, 1986 10 23 to Saturday, 1986 10 25.

(l) That one Values Education Consultant attend the "Ninth Annual Ontario Moral Values Education Conference", as a participant, to be held at Toronto, Thursday, 1986 04 17 to Friday, 1986 04 18 and that \$30 be paid towards registration and expenses.

(m) That one Supervisor of Geography and one Physical and Health Education Consultant attend the "O.S.S.T.F. Curriculum Challenge Conference and In-depth Workshop" to be held at Toronto, Wednesday, 1986 04 23 to Saturday, 1986 04 26 and that \$330 be paid towards registration and expenses.

(n) That the Superintendent of Curriculum and Special Services and one Values Education Consultant attend the "Race and Ethnocultural Relations Conference" to be held at Toronto, Wednesday, 1986 03 19 to Friday, 1986 03 21 and that \$30 each be paid towards travel expenses.

(o) That the Family Studies Supervisor attend the "OSSTF Curriculum Challenge Conference" to be held at Toronto, Wednesday, 1986 04 23 to Saturday, 1986 04 26 as a participant and that \$180 be paid towards registration.

16) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

17) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

18) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

19) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

20) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

21) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

22) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

23) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

24) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

25) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

26) That the International Committee and the Association of the American People have been working for the past several years to bring about a world conference on the subject of the "New World Order".

Associate Superintendent of Curriculum and Special Services

(a) That one Psychological Consultant attend the Annual Convention of the Quebec Association of Children with Learning Disabilities to be held at Montreal from Wednesday, 1986 03 19 to Friday, 1986 03 21, and that expenses be paid according to policy.

(b) That the Supervisor of Special Education (President of the Ontario Federation of Chapters, Council for Exceptional Children) attend the 64th Annual Convention of the Council for Exceptional Children to be held at New Orleans, Louisiana from Monday, 1986 03 31 to Friday, 1986 04 04, his expenses to be paid by the Council for Exceptional Children.

(c) That one Consultant, Junior Education, attend the Film Showcase to be held at Geneva Park from Monday, 1986 04 14 to Wednesday, 1986 04 16 and that \$240 be paid towards the cost of registration and expenses.

(d) That the Administrative Assistant to the Director attend the Curriculum Challenge, sponsored by OSSTF, to be held at Toronto from Wednesday, 1986 04 23 to Friday, 1986 04 25 at no cost to the Board.

(e) That the Supervisor of Continuing Education and Volunteer and Community Co-ordinator attend the Spring Conference of the Continuing Education School Board Administrators to be held at Toronto from Wednesday, 1986 05 14 to Friday, 1986 05 16 and that each receive \$95 towards the cost of registration and expenses.

(f) That one Special Education Consultant attend the Second Canadian Conference on Deaf-Blind Education and Services to be held at Brantford on Sunday, 1986 03 16 and Monday, 1986 03 17, and that \$100 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Report of the Committee on the Proposed Revision of the Constitution

1. That the Committee on the Proposed Revision of the Constitution, created by the Board of Directors of the University of California, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

2. That the Board of Regents, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

3. That the Board of Regents, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

4. That the Board of Regents, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

5. That the Board of Regents, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

6. That the Board of Regents, in its report of the 15th day of May, 1929, recommended that the Board of Directors should take the following action: That the Board of Directors should refer the proposed revision of the Constitution to the Board of Regents for their consideration and report thereon to the Board of Directors at the next meeting of the Board of Directors.

Respectfully,
Submitted by the Committee

A. J. Brown,
Director of the Board

REPORT OF THE
COMMUNICATIONS ADVISORY COMMITTEE

Present: Sandi Bell (Chairman);
Trustees Clarke, Macaluso, Rogers and Van Horne.

Also

Present: Trustees Mulholland, Ruddle and Webb;
Mr. A. Scott (Principal - Westwood School),
Mrs. P. Kelly (Council of Home and Schools)

Officials

Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator),
Ms. P. Myatt (Administrative Assistant to the Director),
Mr. O. Jackson (Supervisor - Research Services),
Mr. J. Yurkiw (Supervisor - Adjustment Services),
Mr. N. Forster (Information Officer).

The Committee recommends:

GENERAL

- (a) That the four major objectives of the Communications Program of the Hamilton Board of Education be:
 - . to improve internal and external communication
 - . to strengthen partnerships with the Hamilton community
 - . to encourage schools to develop programs for new and emerging markets
 - . to encourage active decision-making in the work place.
- (b) That the sum of \$32,500 be included in the Systems Public Relations Budget to address new initiatives.

Respectfully submitted,

Sandi Bell,
Chairman.

Committee Room,
1986 02 12.

REPORT OF THE

COMMISSIONER OF THE GENERAL LAND OFFICE

Presented to the House of Commons by the Secretary of State for the Colonies, in pursuance of a Resolution of the House of Commons, passed on the 11th March 1891.

LONDON: Printed by the Queen's Printer, 1891.

By Appointment to Her Majesty the Queen, Secretary of State for the Colonies, Sir JOHN EDGAR, Bart., M.P.

THE GENERAL LAND OFFICE.

CONTENTS.

- (A) THE LAND REVENUE OF THE COLONIES. 1
- (B) THE LAND REVENUE OF THE COLONIES. 2
- (C) THE LAND REVENUE OF THE COLONIES. 3
- (D) THE LAND REVENUE OF THE COLONIES. 4
- (E) THE LAND REVENUE OF THE COLONIES. 5
- (F) THE LAND REVENUE OF THE COLONIES. 6
- (G) THE LAND REVENUE OF THE COLONIES. 7
- (H) THE LAND REVENUE OF THE COLONIES. 8
- (I) THE LAND REVENUE OF THE COLONIES. 9
- (J) THE LAND REVENUE OF THE COLONIES. 10
- (K) THE LAND REVENUE OF THE COLONIES. 11
- (L) THE LAND REVENUE OF THE COLONIES. 12
- (M) THE LAND REVENUE OF THE COLONIES. 13
- (N) THE LAND REVENUE OF THE COLONIES. 14
- (O) THE LAND REVENUE OF THE COLONIES. 15
- (P) THE LAND REVENUE OF THE COLONIES. 16
- (Q) THE LAND REVENUE OF THE COLONIES. 17
- (R) THE LAND REVENUE OF THE COLONIES. 18
- (S) THE LAND REVENUE OF THE COLONIES. 19
- (T) THE LAND REVENUE OF THE COLONIES. 20
- (U) THE LAND REVENUE OF THE COLONIES. 21
- (V) THE LAND REVENUE OF THE COLONIES. 22
- (W) THE LAND REVENUE OF THE COLONIES. 23
- (X) THE LAND REVENUE OF THE COLONIES. 24
- (Y) THE LAND REVENUE OF THE COLONIES. 25
- (Z) THE LAND REVENUE OF THE COLONIES. 26

By Appointment to Her Majesty the Queen,

Secretary of State for the Colonies,
Sir JOHN EDGAR, Bart., M.P.

LONDON: Printed by the Queen's Printer, 1891.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. J. Bishop (Chairman);
Trustees Macaluso and Van Horne; Mesdames McNairn, Masters,
Christianson, Stanhope and Tilbury; Miss Dalziel; Messrs. Byron and
McHenry; Drs. Brennan and Jacobs.

Also

Present: Trustees Webb, Mulholland and Ruddle.
Ms. Diane Moore - representative, Women Teachers' Association.
Dr. Martha Light, Ministry of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. R. Adams (Supervisor, Special Education),
Ms. P. Myatt (Administrative Assistant to the Director),
Mr. D. Simpson (Consultant, Special Education).

The Committee recommends:

GENERAL

- (a) That whenever Officials of the Board of Education seek to ask the Special Education Advisory Committee to consider recommendations regarding special education programs, all members of the Special Education Advisory Committee shall be given information in writing regarding both the program and the recommendations the Committee is being asked to consider at least one week prior to the scheduled SEAC meeting on which the program is an agenda item.

Respectfully submitted,

Judith Bishop,
Chairman.

Committee Room,
1986 02 20.

EXHIBIT A - LIST OF MEMBERS

Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)

EXHIBIT B - LIST OF MEMBERS

Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)
Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)

Mr. J. Bishop (Chairman)

1986 03 04

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PROPOSED SUICIDE PREVENTION PROGRAM

It is proposed, pending Board approval, to pilot a module on suicide prevention in certain family studies, history and physical education courses in our secondary schools.

Rationale

"Suicide is more common than most of us realize. It now ranks among the ten leading causes of death in North America. In Metropolitan Toronto, for example, there are an average of six suicides a week. Since many suicides are not reported as such, experts believe the true number is considerably higher. Suicide is now the second most frequent cause of death among young Canadians between the ages of 15 and 30."

- The Canadian Mental Health Association
- "Suicide" (See Attached)

Background

A program, sponsored by the Hamilton & District Council on Suicide Prevention, the Hamilton-Wentworth Regional Police Department and the Hamilton Board of Education has been developed over the last 3 years.

Ministry guidelines allow for the development of such modules:

- . *"Advanced level courses should equip students with the knowledge and skills to cope with a rapidly changing world and provide a basis for future studies."*

Units

- II. Social Behaviour
- VI. Conformity, Deviancy, and Alienation
- VIII Social Issues"

- Society - Challenge and Change Guideline
- Ministry of Education - 1986 - Draft

- . *"Values and valuing: The study of values should provide students with specific skills which will enable them to clarify their own values and to understand those of others. It will also assist them in managing their own lives."*

- Physical & Health Education Guideline
- Intermediate Division - Ministry of Education

The Module Itself

The MODULE allows students to develop:

- . an understanding of suicide
- . an awareness of their own attitudes and those of others with regard to suicide.
- . an awareness that suicide is preventable
- . recognition and management skills essential to suicide prevention and survival
- . an increased sense of competency in preventing suicide

while the HANDBOOK provides the care provider (teachers, parents, clergy, social workers...) with essential information about suicide: (Myths and Facts; Cultural and Religious Approaches to Death and Suicide; Child and Adolescent Suicide; Suicide Among the Aged; Coping/Reactions of the Care-Provider; Assessment; Management; Intervention; Postvention; Referral Network; Resources...)

* Upon request, modules are available for perusal by contacting Steve Barrs, ext.437.

The Pilot

Before pilot testing takes places, volunteer pilot test teachers, guidance counsellors, and support staff will be moved through an in-depth, in-service program conducted by Dr. Diane Syer-Solursh, Director, Crisis Intervention Unit, Toronto East General Hospital and other suicidologists from the Hamilton/Toronto area. Upon request parents, concerned citizens and community resource people will be invited to participate in the various in-service sessions.

Plans call for pilot tests of the curriculum module in a number of Hamilton Board of Education schools, grades 11-12, within various subjects such as Family Studies, Health, Guidance and Society: Challenge and Change courses.

RECOMMENDATIONS:

PART I: THAT "ADOLESCENTS AT RISK: A SUICIDE PREVENTION MODULE" BE PILOTED IN SECONDARY SCHOOLS IN APPROPRIATE EXISTING COURSES BY TEACHERS WHO VOLUNTEER TO TEACH IT AND WHO ARE WILLING TO RECEIVE IN-DEPTH IN-SERVICE: AND THAT THE PILOT BE EVALUATED BEFORE IMPLEMENTATION IS APPROVED.

PART II: THAT STAFF TEAMS WHO VOLUNTEER FROM MIDDLE SCHOOLS TAKE THE IN-DEPTH IN-SERVICE IN SUICIDE PREVENTION FOR SECONDARY SCHOOL PILOT TEACHERS IN ORDER TO PREPARE THEMSELVES TO BECOME RESOURCE STAFF IN THEIR SCHOOLS.

Prepared by: Steve Barrs, Values Education Consultant

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

THE SCHOOL LEADER'S RESPONSIBILITY

- 1. to provide a sound educational environment for the pupils
- 2. to ensure that the school is a place where the pupils can learn and grow
- 3. to ensure that the school is a place where the pupils can be inspired and motivated
- 4. to ensure that the school is a place where the pupils can be challenged and stretched
- 5. to ensure that the school is a place where the pupils can be supported and encouraged

While the School Leader has the overall responsibility for the school, it is important to recognize that the school is a team effort. The School Leader must work closely with the staff, the pupils, and the parents to ensure that the school is a place where everyone can thrive.

THE PUPIL

The Pupil is the central figure in the school. The School Leader must ensure that the Pupil is given the opportunity to learn, to grow, and to be inspired. The Pupil must be given the opportunity to be challenged and stretched, and to be supported and encouraged.

The Pupil must be given the opportunity to be a member of the school community, and to be a part of the school's life. The Pupil must be given the opportunity to be a leader, and to be a role model for others.

RECOMMENDATIONS

It is recommended that the School Leader should ensure that the Pupil is given the opportunity to learn, to grow, and to be inspired. The Pupil must be given the opportunity to be challenged and stretched, and to be supported and encouraged.

It is recommended that the School Leader should ensure that the Pupil is given the opportunity to be a member of the school community, and to be a part of the school's life. The Pupil must be given the opportunity to be a leader, and to be a role model for others.

Prepared by: [Name], School Leader

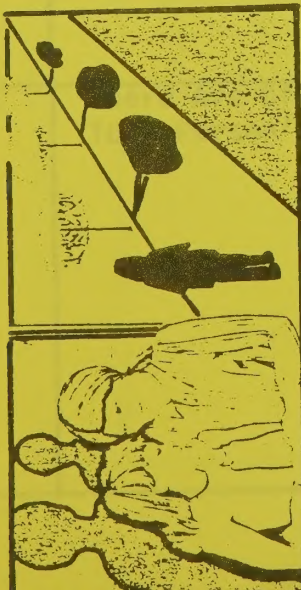
Reviewed by: [Name], Headteacher

Approved by: [Name], Director of Education

ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM

sponsored by

The Board of Education For The City of Hamilton
The Hamilton and District Council on Suicide Prevention
The Hamilton-Wentworth Regional Police Department with
funding assistance from Canada Employment and Immigration
Dofasco...



Curriculum Model

Needs Assessment
1983

Evaluation

Implementation
system
other systems

Design and Development
1984 →

- Research
- Writing
- Scrutiny
- Revisions
- Pilot Testing*
- Evaluation
- Revisions
- Scrutiny
- Revisions
- Field Testing
- Evaluation
- Revisions
- Approval

Program Consists Of:

1. Adolescents At Risk: Suicide Prevention Curriculum Module and optional module Coping With And Expressing Feelings
2. Handbook For Care Providers

Program is being developed with input from professionals in the field of suicidology and through scrutiny by Education Support Staff; members of the Hamilton and District Council on Suicide Prevention Handbook Committee and a parents' group

* Stage of development as of Spring 1986

APPENDIX

**ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM
MODULE OBJECTIVES**

PART	KEY IDEA	OBJECTIVE	Effort	Achievement
A	It Doesn't Hurt To Talk About It	. understand that informed people are better able to prevent suicide		
		. understand that there are many common misconceptions regarding suicide		
		. be able to identify their personal beliefs regarding suicide		
		. be able to distinguish fact from fallacy concerning the topic of suicide		
		. begin to develop an appreciation for his/her personal feelings about suicide		
		.		
B	Suicide Can Be Considered From Different Points Of View	. understand that there are differing legal, cultural and religious views pertaining to suicide		
		. be able to differentiate between attitudes ranging from approval to condemnation		
		. begin to develop an appreciation for different views that individuals and groups have about suicide		
		.		
C	There Are Often Clues To A Person's Intent	. understand that everyone is subject to stress and that our ability to cope varies with the situation and the individual		
		. understand that suicide may be prevented if we are alert to the signals.		
		. be able to recognize the danger signs that distressed people display		

**ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM
MODULE OBJECTIVES**

		. be more receptive to both verbal and non-verbal cues.		
		. begin to develop an increased sensitivity to critical changes in the people around them.		
		.		
D	We Can All Play A Role In Saving Lives	. understand that most suicidal crises are manageable.		
		. understand the role s/he play in suicide prevention.		
		. understand that there are community services able to assist in suicide prevention.		
		. be able to improve their communication and listening skills.		
		. be able to identify effective preventive measures and respond appropriately if necessary.		
		. begin to develop confidence in their ability to help.		
		. begin to develop a positive attitude towards assisting distressed persons.		
		.		
E	Our Lives Are Changed By Loss, And The Accompanying Pain Of Adjustment Is An Essential Part Of Our Recovering From The Loss.	. understand that people react in similar ways to loss.		
		. understand that a loss resulting from suicide is usually accompanied by unique reactions.		
		. understand that the grieving process is a healing process.		
		. be able to recognize, express and cope effectively with his/her personal reactions to loss.		
		. be able to provide support to others experiencing significant loss.		

ADOLESCENTS AT RISK: A SUICIDE PREVENTION PROGRAM **MODULE OBJECTIVES**

		. begin to appreciate and accept the expression of grief.		
		. begin to develop empathy for persons surviving a loss.		
		.		

PART I

That the Board of Directors approve the following recommendations for your approval:

Recommendations of Operations:

1. That the following persons be appointed to the Executive Staff, effective 1985 01 01, and salaries according to schedule:

 Katherine Madison, 1985 01 01 to 1985 03 31

 John F. Jones, 1985 01 01 to 1985 03 31

2. That Carol Anderson be confirmed to her appointment as Vice President, effective 1985 01 01.

3. That the resignation of the following persons, who are retiring on compensation, effective 1985 01 01, be accepted with regret, and that they be considered for rehire in accordance with the Board's policy:

 H. Gene Maloney

 Leo T. Jones

4. That the resignation of John F. Jones, effective 1985 01 01, be accepted with regret.

5. That the following trips be approved:

 1. Miami, Grades 5-12, District Education, November 1985 01 15-17 (Thursday to Saturday)

 2. Atlanta, Grades 5-12, Washington, D.C., 1985 01 20-22 (Wednesday to Friday)

		begin to conduct the survey		
		begin to develop capital for persons receiving a loan		

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 02 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Katharine MacLean, 1986 02 03 to 1986 05 30

Myrna Putns, 1986 02 03 to further notice

(b) That Carol Ramberan be confirmed in her appointment to Head of Department (English), effective 1985 09 01.

(c) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

W. Ross Mallory

Leo Tyson

(d) That the resignation of Jayne Elgie, effective 1986 08 31, be accepted with regret.

(e) That the following trips be approved:

(i) Barton, Grades 9-13, Outdoor Education, Algonquin Park, 1986 05 28-31 (Wednesday to Saturday)

(ii) Glendale, Grades 9-13, Washington, D.C., 1986 05 07-12 (Wednesday to Monday)

1987-1988
1988-1989
1989-1990
1990-1991
1991-1992

To the President and
the Vice President
of the United States
Washington, D.C.

Dear Mr. President:

Page 1

I am writing to you today to express my deep appreciation for the support and assistance you have provided to the United States.

Statement of Purpose

1. The purpose of this statement is to provide a brief overview of the activities and accomplishments of the United States during the past year.

2. The following information is provided for your reference:

3. The following information is provided for your reference:

4. The following information is provided for your reference:

5. The following information is provided for your reference:

6. The following information is provided for your reference:

7. The following information is provided for your reference:

8. The following information is provided for your reference:

9. The following information is provided for your reference:

10. The following information is provided for your reference:

11. The following information is provided for your reference:

Superintendent of Curriculum & Special Services

(a) That 6 secondary (4 composite and 2 vocational) teachers attend the "8th Annual Guelph Conference on Sexuality" to be held at Guelph, Monday, 1986 06 09 to Wednesday, 1986 06 11 and that \$180.00 each be paid towards registration and expenses.

(b) That one secondary physical and health education teacher attend the "8th Annual Guelph Pre-Conference on Sexuality" to be held at Guelph, Sunday, 1986 06 08 and that \$75.00 be paid towards registration.

(c) That five secondary (composite) teachers and one secondary (vocational) teacher attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02 and that \$200.00 each be paid towards registration and expenses.

(d) That one secondary (composite) teacher attend the "Educational Computing Organization of Ontario Conference", as a presenter, to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02 and that \$65.00 be paid towards expenses.

(e) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher attend the "OCLEA: The Senior Citizen" held in Toronto, Thursday, 1986 02 27 and that \$135.00 towards registration and expenses be paid, be approved.

(f) That one Co-operative Education Teacher-Monitor attend the "Co-operative Education National Conference" to be held at Vancouver, British Columbia, Tuesday, 1986 06 24 to Friday, 1986 06 27 and that expenses be paid according to policy.

(g) That eight secondary (composite and vocational) teachers attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto, Friday, 1986 04 04 to Saturday, 1986 04 05 and that registration and expenses be paid.

(h) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend "Teaching Forestry in Ontario Schools Conference" held in Toronto, Thursday, 1986 02 27 and that \$80.00 towards registration and expenses be paid, be approved.

(i) That six secondary (composite) and two secondary (vocational) teachers attend the "Ontario Business Education Association Annual Conference" to be held at Toronto, Thursday, 1986 04 17 to Saturday, 1986 04 19 and that \$190.00 each be paid towards registration and expenses.

(j) That two secondary (vocational) teachers attend the "Ontario Cosmetology Teachers Association Conference" to be held at Toronto, Thursday, 1986 05 08 to Friday, 1986 05 09 and that \$70.00 each be paid towards registration and expenses.

(k) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (vocational) teacher to attend the "Media Awareness '86 Conference" held at Toronto, Wednesday, 1986 02 28 to Thursday, 1986 03 01 and that \$52.00 towards registration and expenses be paid, be approved.

(l) That 6 secondary (composite and vocational) teachers attend the "Ontario Association for Mathematics Education Conference" to be held at London, Ontario, Friday, 1986 05 09 to Sunday, 1986 05 11 and that registration and expenses be paid according to policy.

(m) That two secondary (composite) teachers attend the "O.S.S.T.F. Curriculum Challenge Conference" to be held at Toronto, Wednesday, 1986 04 23 to Saturday, 1986 04 26 and that \$225.00 each be paid towards registration. (Staff Development)

(n) That 3 secondary (composite) teachers attend the "O.S.S.T.F. Curriculum Challenge Conference and In-depth Workshop" to be held in Toronto, Wednesday, 1986 04 23 to Saturday, 1986 04 26 and that \$330.00 be paid towards registration and expenses.

(o) That two secondary (vocational & composite) teachers attend the "O.S.S.T.F. Curriculum Challenge Conference", to be held at Toronto, Wednesday, 1986 04 23 to Saturday, 1986 04 26, as participants, and that \$180.00 each be paid towards registration.

(p) That one composite secondary teacher attend the "Contact Ontario - 1986 Conference" to be held in Ottawa, Thursday, 1986 04 24 to Saturday, 1986 04 26, and that registration and expenses be paid according to board policy.

(q) That 4 secondary (composite) teachers attend the "Race and Ethnocultural Relations Conference" to be held at Toronto, Wednesday, 1986 03 19 to Friday, 1986 03 21 and that \$30.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school teacher attend the Curriculum Challenge, sponsored by OSSTF, to be held in Toronto from Thursday, 1986 04 24 to Saturday, 1986 04 26, and that \$330 be paid towards the cost of registration and expenses.

(b) That 2 secondary school teacher-librarians attend the Time Management for Teacher-Librarians to be held in Toronto on Wednesday, 1986 04 02 and that \$110 each be paid towards the cost of registration and expenses.

(c) That one secondary vocational school teacher and 4 students attend the Ontario Peer Counsellors' Association Fourth Annual Conference to be held at Lake Couchiching, Ontario, from Sunday, 1986 05 04 to Wednesday, 1986 05 07, and that \$400 be paid towards their registration and expenses.

(a) The 1954-55 season was the best in the history of the station. The total catch was 1,200 tons, which is a record for the station. The catch was made up of 1,000 tons of fish and 200 tons of shellfish.

(b) The 1955-56 season was also a good one. The total catch was 1,100 tons, which is a record for the station. The catch was made up of 900 tons of fish and 200 tons of shellfish.

(c) The 1956-57 season was a poor one. The total catch was only 800 tons, which is a record for the station. The catch was made up of 600 tons of fish and 200 tons of shellfish.

(d) The 1957-58 season was a good one. The total catch was 1,000 tons, which is a record for the station. The catch was made up of 800 tons of fish and 200 tons of shellfish.

(e) The 1958-59 season was a poor one. The total catch was only 700 tons, which is a record for the station. The catch was made up of 500 tons of fish and 200 tons of shellfish.

(f) The 1959-60 season was a good one. The total catch was 900 tons, which is a record for the station. The catch was made up of 700 tons of fish and 200 tons of shellfish.

Summary of the 1954-60 period

The 1954-60 period was a good one for the station. The total catch was 6,000 tons, which is a record for the station. The catch was made up of 5,000 tons of fish and 1,000 tons of shellfish.

The 1954-60 period was a good one for the station. The total catch was 6,000 tons, which is a record for the station. The catch was made up of 5,000 tons of fish and 1,000 tons of shellfish.

The 1954-60 period was a good one for the station. The total catch was 6,000 tons, which is a record for the station. The catch was made up of 5,000 tons of fish and 1,000 tons of shellfish.

The 1954-60 period was a good one for the station. The total catch was 6,000 tons, which is a record for the station. The catch was made up of 5,000 tons of fish and 1,000 tons of shellfish.

REQUEST RE: "FOUR OVER FIVE" PLAN

- (a) That approval be granted for the request of John Paul Morrison for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the second semester of the 1987-1988 school year, effective 1988.02.01 to 1988.06.30.

For: Summer School Program

1a) Credit Program

1b) English as a Second Language for New Canadians

1a) Credit Program

The following recommendation under Part 1 (a) is in support of the 1987-1988 School Program to be held in the locations and for the period of time as stated:

1b) English as a Second Language for New Canadians

Background: To provide English as a Second Language in the Summer School program as an enrichment for Canadian students to assist regular classes in September, 1988.

Recommendation: In the past, approval has been given to provide special summer classes in the intensive study of English as a Second Language for students of the elementary and secondary school age levels. At the present time, there are approximately 100 new Canadian students who would benefit from a summer program which would allow them to become acclimated to the use of the English language sufficiently to be able to enter regular classes in September, 1988. Not all of the latter group will be very young, however, and it is suggested that such instruction during the summer.

A course in English as a Second Language (ESL) could be offered again in our regular Summer School program, without fee and without, as before, an oral test in this field. It could be only beneficial for these new Canadians in helping them to continue their secondary school education.

Furthermore, with pupils still entering our system at this late date in the school year, it is felt that classes for new Canadian pupils at the elementary school level should be offered, without fee, in the Summer School program.

Recommendations:

Part I (a) That the 1988 upgrading and credit Summer School be held at the John A. Macdonald, North Park and Sherwood Secondary Schools from Thursday, July 8, 1988 on Friday, August 5, 1988, inclusive.

(b) That, subject to need and sufficient enrollment, classes in English as a Second Language for new Canadians at the secondary school level be offered, without fee, in the regular Summer School program.

Part II That, subject to need and sufficient enrollment, classes in English as a Second Language for new Canadians at the elementary school level be offered, without fee, in the Summer School program.

Submitted by:
John A. Morrison
Executive Director of
Curriculum and Special Services

Approved by:
A. J. Brown
Director of Education

100 Main Street West
Hamilton, Ontario
1986 03 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Summer School Program
(a) Credit Program
(b) English as a Second Language for New Canadians

(a) Credit Program

The following recommendation under Part I (a) is in support of the 1986 Summer School Program to be held in the locations and for the period of time as stated.

(b) English as a Second Language for New Canadians

The Need: To provide English as a Second Language in the Summer School program so as to assist New Canadian students to enter regular classes in September, 1986.

Rationale: In the past, approval has been given to provide special summer classes in the intensive study of English as a Second Language for students at the elementary and secondary school age levels. At the present time, there are approximately 60 new Canadian students who would benefit from a summer program which would allow many of them to continue to upgrade their use of the English language sufficiently to be able to enter regular day classes in September, 1986. Not all of the latter group will be fully ready, however, unless they have further instruction during the summer.

A course in English as a Second Language (EASL) could be offered again in our regular Summer School program, without fee and without, we believe, net cost to this Board. It could be very beneficial to these new Canadians in helping them to continue their secondary school education.

Furthermore, with pupils still entering our system at this late point in the school year, it is felt that classes for new Canadian pupils at the elementary school level should be offered, without fee, in the Summer Skill program.

Recommendations:

Part I	(a) That the 1986 upgrading and credit Summer School be held at Sir John A. Macdonald, Scott Park and Sherwood Secondary Schools from Thursday, July 3, 1986 to Friday, August 8, 1986, inclusive.
	(b) That, subject to need and sufficient enrolment, classes in English as a Second Language for new Canadians at the secondary school level be offered, without fee, in the regular Summer School program.

Part II	That, subject to need and to sufficient enrolment, classes in English as a Second Language for new Canadians at the elementary school level be offered, without fee, in the Summer Skill Program.
---------	---

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

to the District and School
to the District and School
to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

to the District and School

1986 03 04

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PROPOSED PRE-EMPLOYMENT PROGRAM

A group of staff at Sir John A. Macdonald Secondary School has become increasingly concerned about students from the school who drop out before graduation with little or no opportunity for employment and few skills in order to find and hold jobs.

They have prepared a proposal which was presented to and subsequently supported by Academic Council. The proposal is attached for your information.

Recommendation

That approval be given for a pilot Pre-Employment Program to be offered by the staff of Sir John A. Macdonald Secondary for two two-week blocks of time commencing Monday, April 7 and Monday, April 28 respectively after which the program would be evaluated before any future action is considered.

Prepared by: Earl Lewis, Principal Sir John A. Macdonald
Ted Aylan-Parker, Sir John A. Macdonald

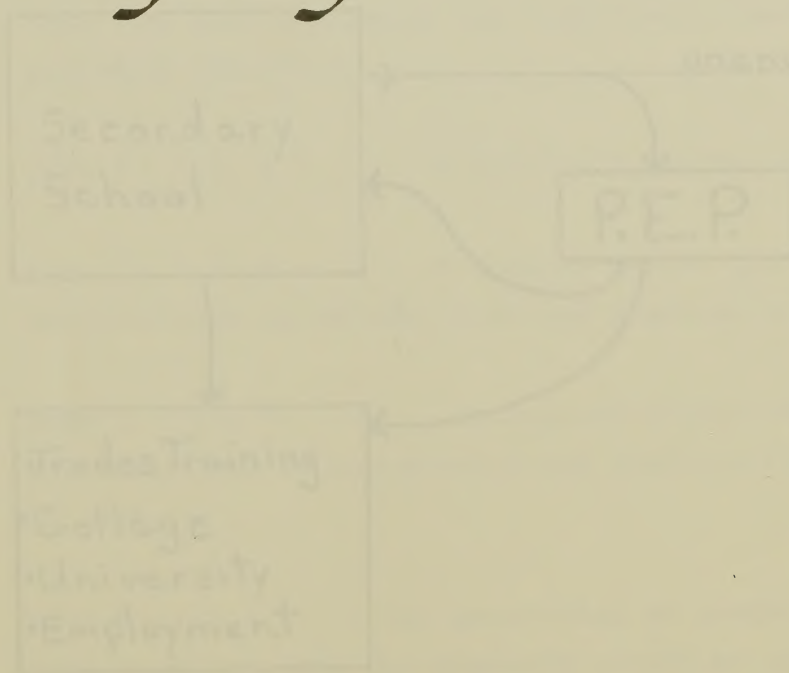
Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

Each secondary school in the education system is a significant factor in students who receive without obtaining a diploma. The reasons for the requirements are not as clear in this regard, but, the status of the students in. In most cases these young people are 15 years of age, have not studied, have few skills and little knowledge, are unemployed and are quite likely to be unemployed. They are very important to progress to a positive future.

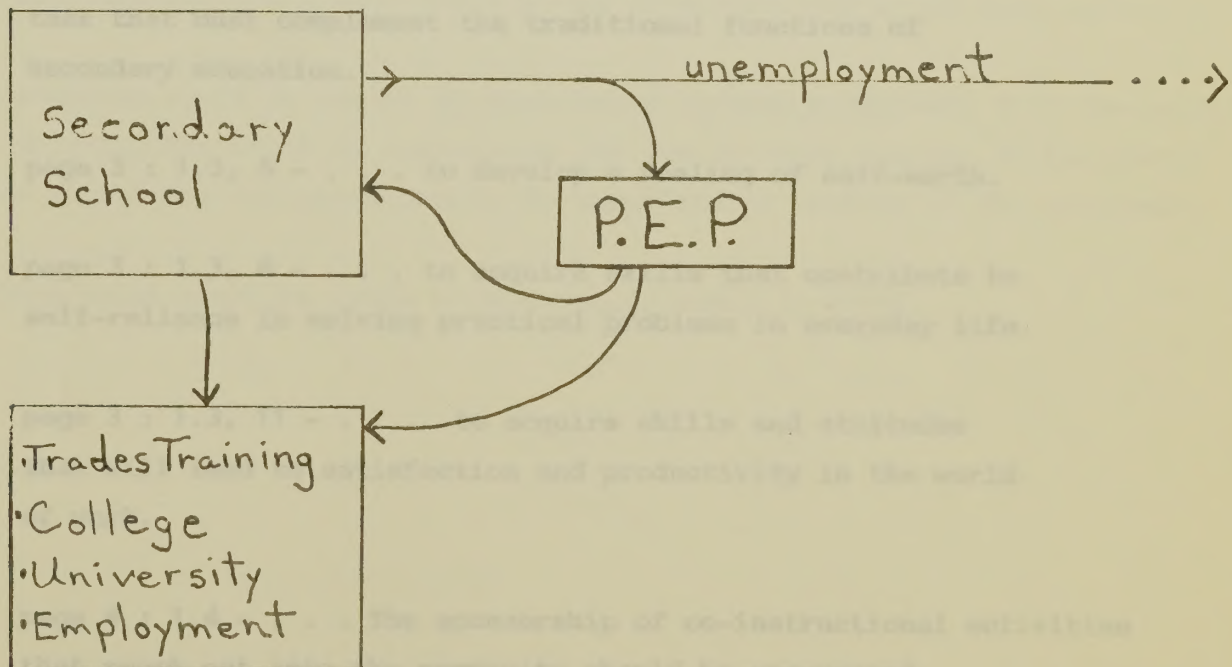
PEP

Pre Employment Program



PREAMBLE

Each semester every secondary school in the Hamilton system loses a significant number of students who retire without obtaining a diploma. The reasons for the retirements are not an issue in this proposal; but, the status of the students is. In most cases these young people are 16 years of age (but not adults), have few skills and little knowledge, are unemployed and are quite likely unemployable. They are very unprepared to progress to a position of employment.



GOALS

To offer basic life and job related experiences, skills and knowledge to assist young people in finding employment.

To alter, through an individualized and personal format, the attitudes of young people so they would be willing to consider continuing with some form of education at a future date.

The above mentioned goals address the philosophy of our educational system as outlined in OSIS :

page 2 : 1.2 The preparation of young people to enter the world of work equipped with the attitudes and skills that will make them productive and successful is an essential task that must complement the traditional functions of secondary education.

page 3 : 1.3, 6 - . . . to develop a feeling of self-worth.

page 3 : 1.3, 8 - . . . to acquire skills that contribute to self-reliance in solving practical problems in everyday life.

page 3 : 1.3, 11 - . . . to acquire skills and attitudes that will lead to satisfaction and productivity in the world of work.

page 4 : 1.4 - . . . The sponsorship of co-instructional activities that reach out into the community should be encouraged.

FORMAT

Each student, who withdraws from school, indicates his or her future destination on a Student Withdrawal Form. Those students labelled as "seeking employment" would be flagged and, after an interim waiting period, would be contacted to see if they would be interested in participating in a short pre-employment programme. The interim period is essential since it allows for strong student negativism to be reduced and it allows for a certain frustration level to be reached where the young person would be ready to continue in some form of educational setting.

Two groups, consisting of no more than fifteen participants would be formed. The first group would begin Monday, April 7 and the second group would begin Monday, April 28.

The programme would be located at a site other than a secondary school and would operate daily for two and a half hours in the afternoon over a two week period.

The sessions would be run by an experienced teacher preferably from the sending school. This teacher would be responsible for the in-class content of the course as well as organizing and coordinating the experiential aspects of the programme.

Consideration could be given to granting $\frac{1}{4}$ credit in NGD3G.

CONTENT

DAY 1 - What Now?

- A look at the decision making process as it applies to a job search
- Career interest questionnaire e.g. Self-Directed Search
- The identification of several specific job interests

DAY 2 - Job Shadowing - Trip A

- Select one - Restaurant - Hospital - Retail Sales
- Trucking - Warehouse - Merchant Marine
- Janitorial

DAY 3 - Writing a Resume

By the end of the session each participant will have a finished personal resume

DAY 4 - Going to an Interview

- how to dress
- experience through role playing
- what to bring
- Filling out an Application Form
 - photocopies of actual samples from local industries
 - common errors
 - follow up

DAY 5 - Job Shadowing - Trip B

(See DAY 2)

DAY 6 - The Law and You

- as it applies to you as:
 - an employee
 - an apartment tenant
 - a consumer
 - a citizen

DAY 7 - Home and Financial Management

- Social Insurance Number
- Transferring OHIP from a parent
- Budgeting
- Personal health care
- Nutrition
- Unemployment Insurance
- Welfare

DAY 8 - Job Shadowing - Trip C

(See DAY 2)

cont'd.

TIME TABLE FOR THE PILOT PROGRAMME

DAY 9 - Obtaining Further Training

- Secondary School - Armed Forces - Special Schools
- CAAT - Futures e.g. hairdressing
- University e.g. trucking
- OSAP (Loans and Grants)

DAY 10 - A Visit to the Youth Employment Centre

- Programme Evaluation

TIME LINES FOR THE PILOT PROGRAMME

Required: Two teaching lines for a minimum of eight weeks

March 17 -- April 4

- programme development
- industrial contacts
- accumulation of resources
- identification and contact of potential participants

April 7 -- April 18

- Session A

April 21 -- April 25

- evaluation of Session A
- revision of programme, if necessary
- recontact resources and industry
- identification and contact of potential participants

April 28 -- May 9

- Session B

COSTS

1. Instructor

- since the instructor for the pilot programme should be experienced, an occasional teacher will need to be engaged for a minimum of eight weeks for the classroom.

2. Location

- there is a possibility of obtaining a room without charge at the Hamilton Public Library.

3. Travel

- Students - bus fare for visitation days only.
- Instructor - travel allowance to organize and co-ordinate the visitations.

RESOURCES

- A. Community Industries
- B. Hamilton Public Library
- C. Youth Employment Centre of the Canada Employment Centre
- D. Hamilton Board of Education
- E. Secondary School Public Health Nurse
- F. Curriculum Guideline: Personal Life Management
- G. Correspondence Education Course:
Career Development and Life Planning NGD3G-A

FUTURE ALTERNATIVES

Depending upon the student and instructor evaluations and the enrollment number, the programme could be continued through May and into the next year. Expansion to other schools could be considered.

The programme could be twinned with a larger programme developed by the Board of Education called Job Strategies - Entry programme.

The programme could be expanded to include graduates who are not employed and who did not continue with a formal education.

Submitted by,

Earl Lewis
Ted Aylan-Parker
Sir John A. Macdonald Secondary School
February 1986

G. L. ARMSTRONG SCHOOL

1. Site: 4.55 acres

2. Building:

Original building	1930	-	26,253 sq.ft.
Addition	1952	-	<u>13,480 sq.ft.</u>
			39,733 sq.ft.

2. Construction

Exterior walls	-	solid masonry
Interior walls	-	masonry
Floors & roof (orig.bldg.)	-	concrete
Floors & roof (addition)	-	concrete on steel joists

PROPOSED ADDITION

General Conditions:

The proposed addition would become an integral part of G. L. Armstrong School, as a junior wing, without duplication of facilities. There would only be one library, principal's and vice-principal's office and one staff room. However, owing to the small size of the present gymnasium, a second gymnasium will have to be built.

In order to preserve the recreational facilities on the G. L. Armstrong site, it is proposed to use the paved playground of Inverness school for parking. In future, the Inverness school could be demolished.

- Addition:
- (a) Gymnasium 2,000 sq. ft. (50' x 40')
Boys' Change Room with shower
Girls' Change Room with shower
Instructor
Equipment storage (joint with existing gym
equipment room)
 - (b) 2 Kindergartens @ 750 sq.ft. with cloakrooms,
washrooms, supply storage and tricycle
storage
 - (c) 7 Classrooms @ 700 sq. ft.
 - (d) Library (1,470 sq.ft.)
Workroom, Seminar Rm. (300 sq.ft.)
A/V Storage (120 sq.ft.)
 - (e) Boys' & Girls' Washrooms
 - (f) Supply Room (150 sq.ft.)
 - (g) Teachers' workroom (100 sq.ft.)
 - (h) Boys' and Girls' changerooms for the existing
gymnasium.

Existing Building Renovations:

- (a) V.P. office and Guidance Room (formerly L.R.T.
Room),
- (b) Staff Room (formerly Library)
- (c) L.R.T. classroom (formerly Staff Room),
- (d) Gym. Equipment Room enlargement

Cost Estimates:

Addition:	18,400 sq.ft. @ \$65.00	\$1,200,000
Renovations:		<u>30,000</u>
		1,230,000
Fees*		80,000
Building Permit, equipt. & contingencies		<u>50,000</u>
		\$1,360,000
* If architectural work done in-house - cost reduction		<u>40,000</u>
		\$1,320,000

Optional Renovations:

Existing wood windows (1930 Building) to be insulated, covered with baked enamel panels and aluminum window hoppers installed 35,000

DEMOUNTABLE CLASSROOM OPTION

It is anticipated that school population will remain fairly stable, and therefore it is only proposed to consider 4 classrooms at the end of the addition, as a demountable option.

The four demountable classrooms construction would save approx. \$50,000 in capital cost.

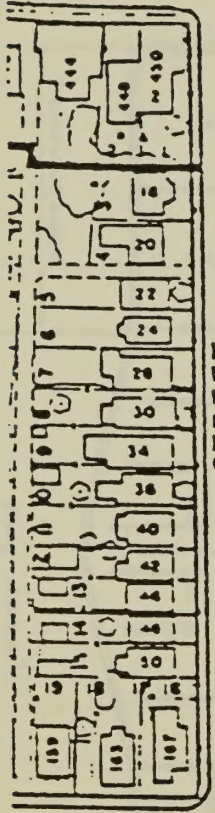
Due to the type of construction, the following additional costs will have to be considered over a minimum period of 10 years (1986 costs):

(a) Heating - 3800 sq.ft. x 40¢ (cost heating difference)	
x 10 years	15,000
(b) Metal cladding maintenance --	4,000
(c) Misc. additional maintenance --	<u>6,000</u>
	\$25,000

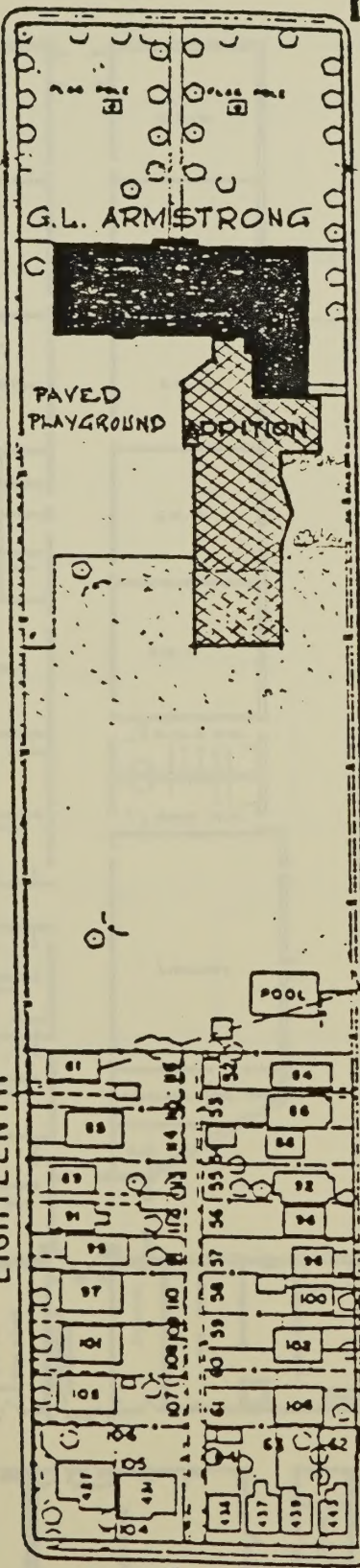
H/S
632

SSION

STREET



STREET

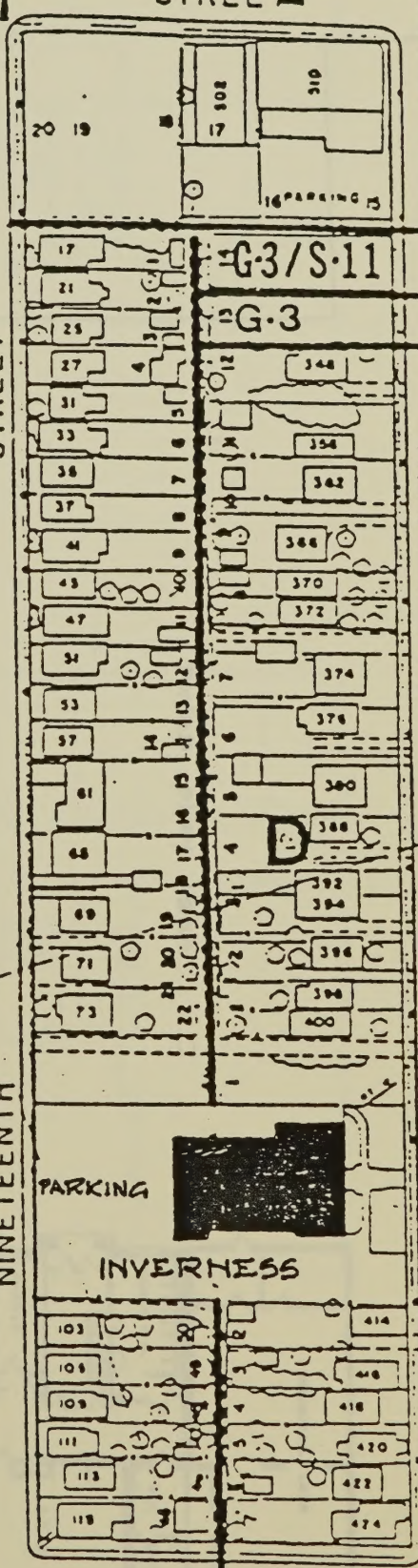


EIGHTEENTH

STREET

NINETEENTH

EAST



G-3/S-11

G-3

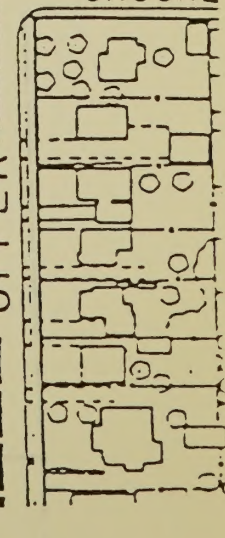
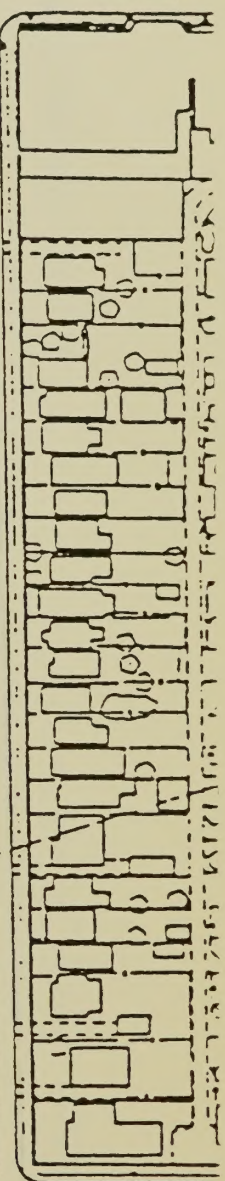
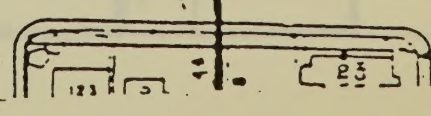
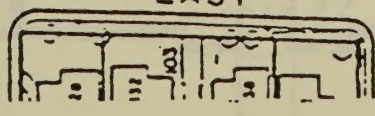
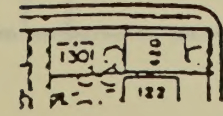
PARKING

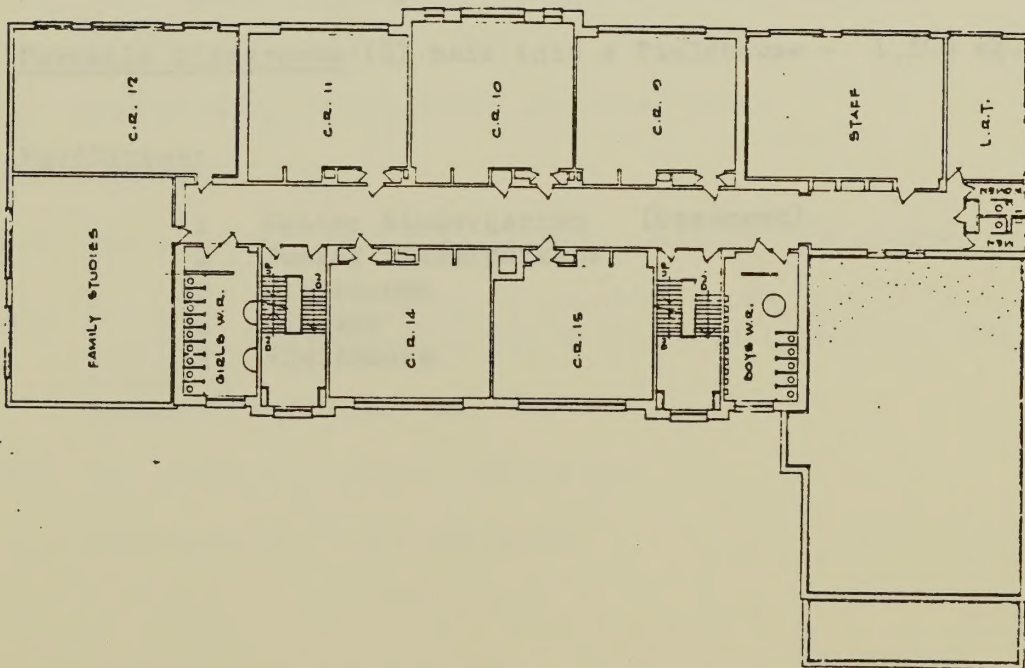
INVERNESS

WENTWORTH

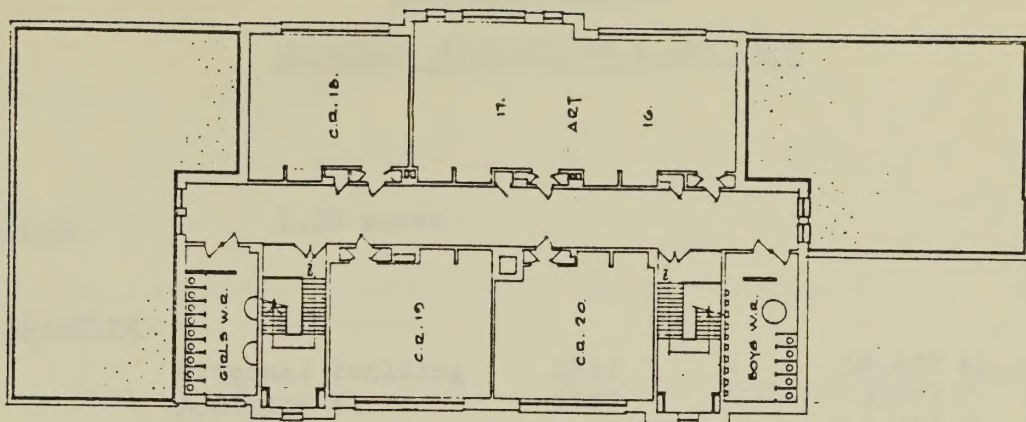
UPPER

CROCKE





— SECOND FLOOR PLAN —



— THIRD FLOOR PLAN —

INVERNESS SCHOOLPROPOSED RENOVATIONS & ADDITION

1. Site: 1.20 acres

2. Building:

Original Building	1912	-	10,672 sq. ft.
Addition #1	1917	-	3,772 " "
" #2	1922	-	18,357 " "
Total Floor area			32,801 " "

Construction:

Basement walls (exterior) - stone and partial concrete
 Exterior walls above ground - solid masonry
 Interior walls - masonry and wood studs
 Floors - wood joists and steel beams
 2nd floor corridor (addition) - concrete and terrazzo
 Roof - wood joists (double construction)

Portable Classrooms: (2) made into a Fieldhouse - 1,500 sq. ft.

3. Facilities:

1	Senior Kindergarten	(basement)
2	Junior Kindergartens	
10	Classrooms	
1	Library	
1	Fieldhouse	

(Cont'd)

4. Proposed renovations:

(a)	Repoint exterior brickwork, parapets, stonework	10,000
(b)	Repair roof and flashing	10,000
(c)	Wood windows -- replace with aluminum hoppers and insulated metal panels above	50,000
(d)	Wood floors to be covered with plywood underlay and resilient tile	30,000
(e)	Metal chalkboards in place of slate	16,000
(f)	Corkboards in place of tentest	10,000
(g)	Plaster repairs and painting	35,000
(h)	New stair railings (existing are too low), and new stair covering	10,000
(i)	Storage cupboards in classrooms	10,000
(j)	Toilet partitions and washroom upgrading	10,000
(k)	New plumbing fixtures and classroom sinks	10,000
(l)	Gas conversion	18,000
(m)	Heating - new unit ventilators, controls, new piping	80,000
(n)	Electrical - new wiring, electrical panels and light fixtures (existing lighting level is well below minimum standards)	
	Emergency lighting, exit lights	75,000
(o)	New parking area (G.L. Armstrong)	15,000
(p)	Miscellaneous & contingencies	<u>11,000</u>
		\$ 400,000

5. Play-Assembly Addition - 5,400 sq. ft.

Play-Assembly Rm. 2,000 sq. ft.

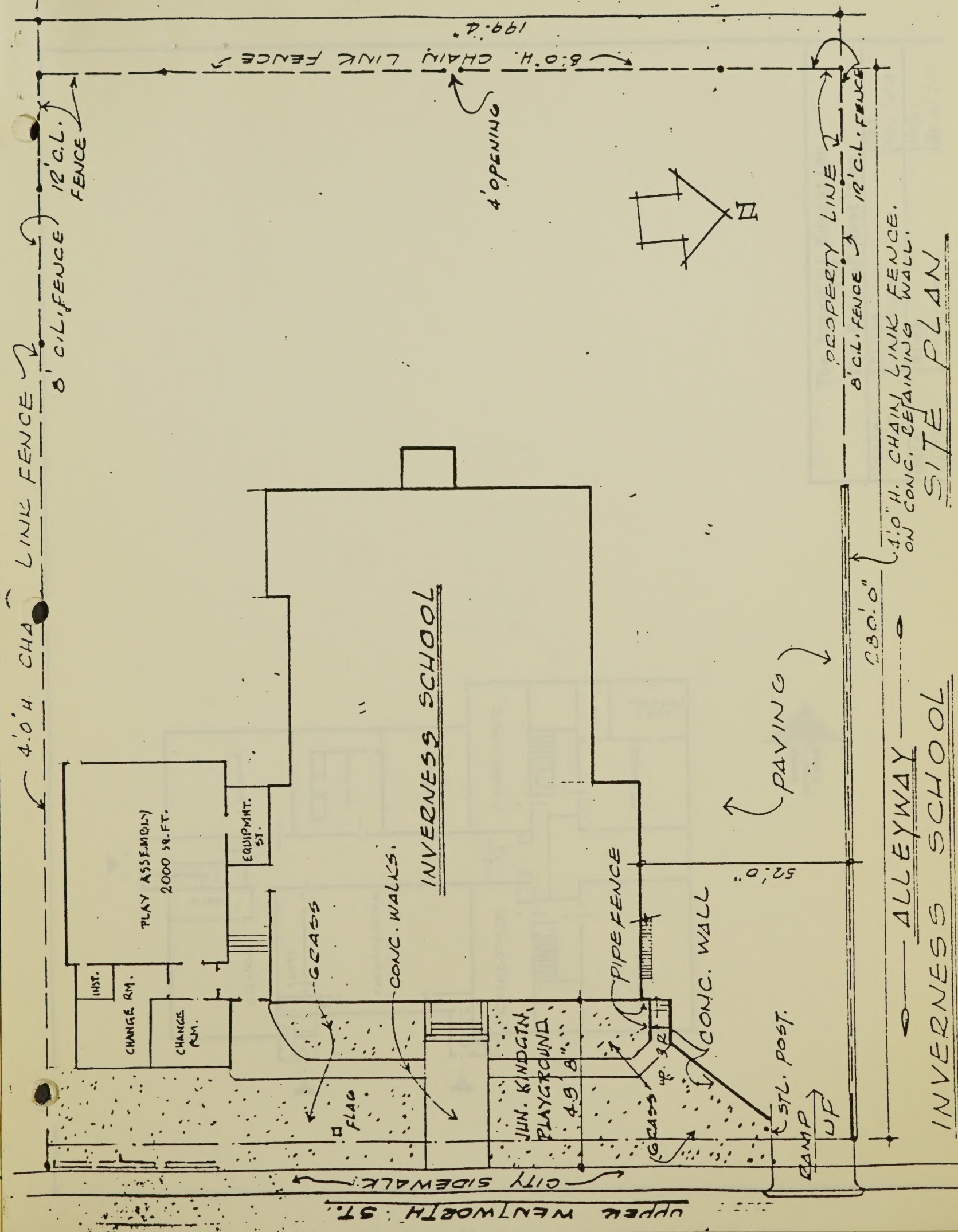
Boys & Girls' Change Rooms

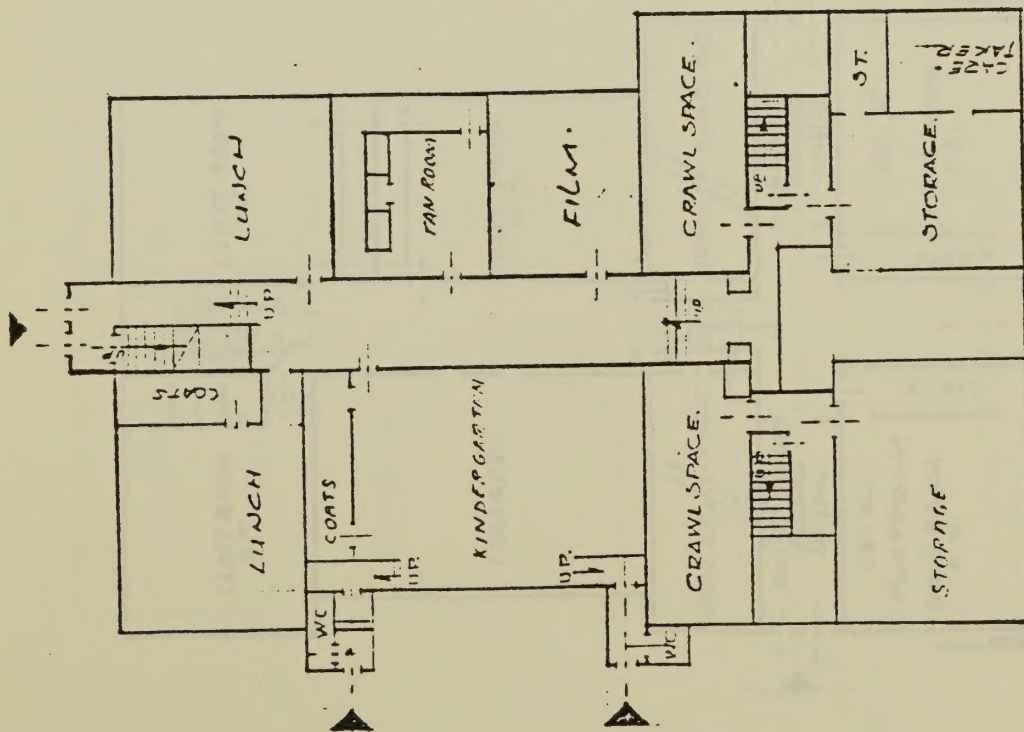
Boys' and Girls' Showers

Gym Equipment Room

\$350,000

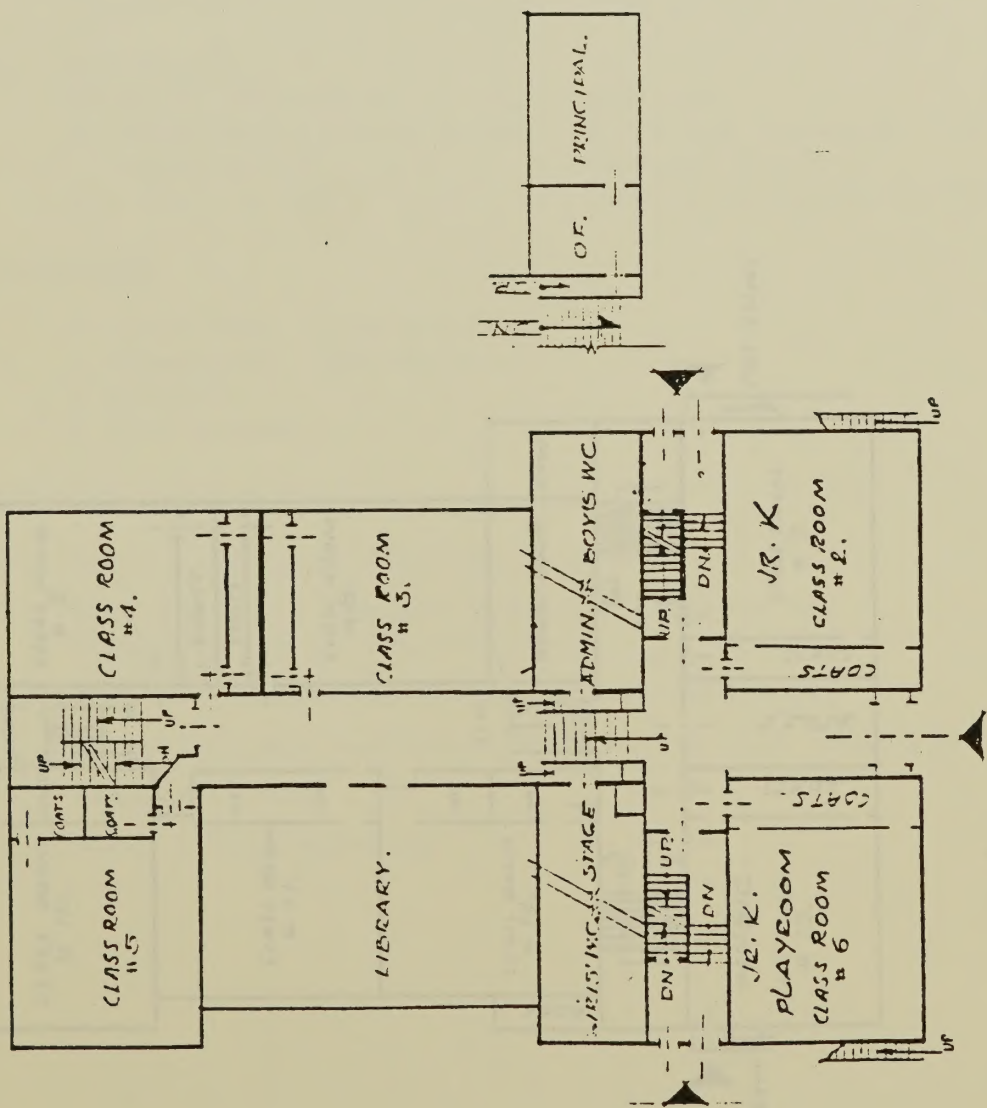






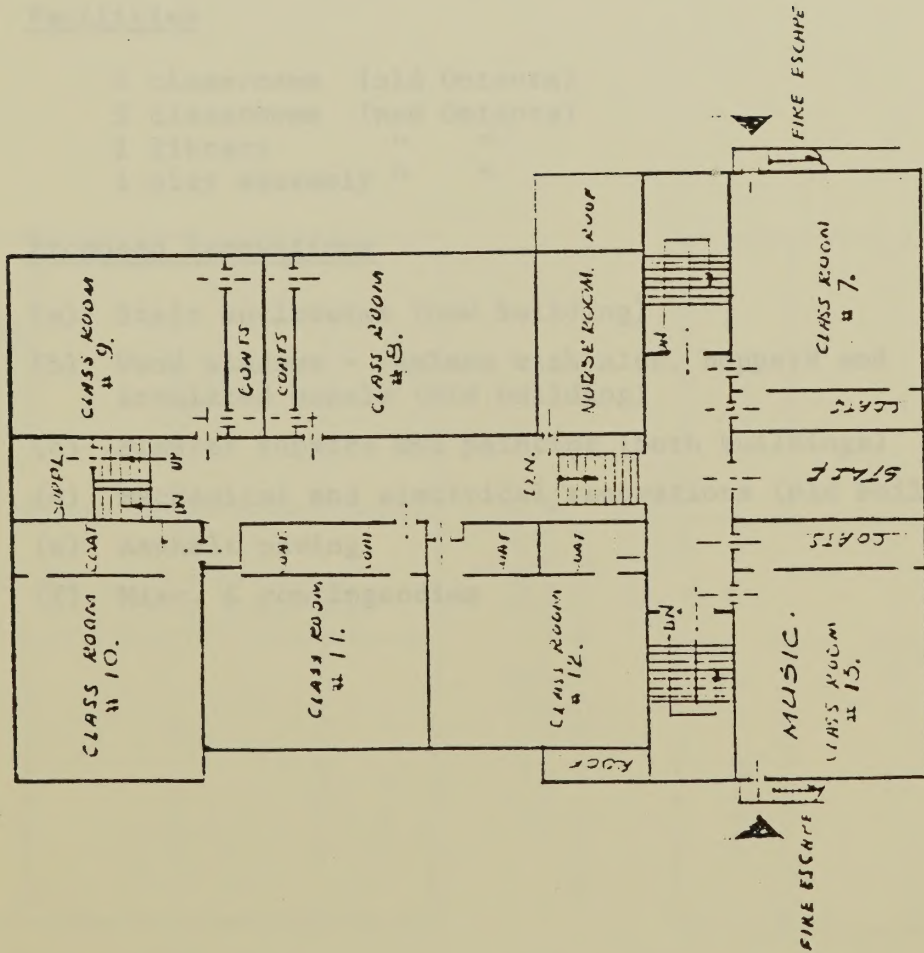
The Board of Education
for
The City of Hamilton

Scale 1"=30"	Title INVERNESS	Sht. No. 1 of 3
Date 2/3/73	Area 1000.00 SQ. FT.	Det. No. 66.210



The Board of Education
for
The City of Hamilton

Scale 1"=30'	Title INVERNESS P.S.	Sht. No. 2 of 3
Date 2/13/73	Area GROUND FLOOR	Det. No. 6C-210



The Board of Education
for
The City of Hamilton

Scale	Title	Sht.
1" = 30'	INVERNESS PS	No. 3 of 3
Date	Area	Det.
2/3/73	SECOND FLOOR	No. GC 210

ONTEORA SCHOOLPROPOSED RENOVATIONS

1. Site: 2.45 acres

2. Building:

Old Onteora	1923	-	8,850 sq.ft.
New Onteora	1961	-	<u>18,300 sq.ft.</u>
Total Floor area			27,150 sq.ft.

Construction:

(a) Old Onteora:

Basement walls (exterior)	-	stone
Exterior walls (above grade)	-	solid masonry
Interior walls	-	wood studs
Floors and roof	-	wood joists

(b) New Onteora:

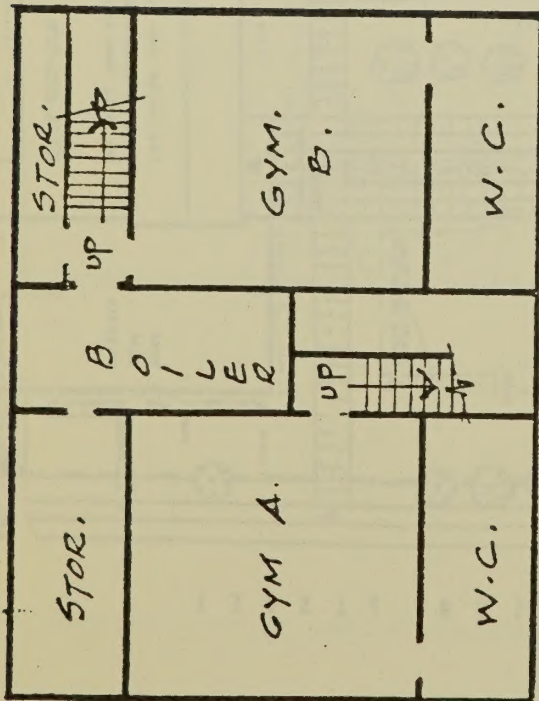
Basement walls (ext)	-	concrete
Exterior walls (above grade)	-	brick and concrete block
Interior walls	-	concrete block
2nd floor & roof	-	Siporex on laminated wood beams.

3. Facilities

4 classrooms	(old Onteora)
5 classrooms	(new Onteora)
1 library	" "
1 play assembly	" "

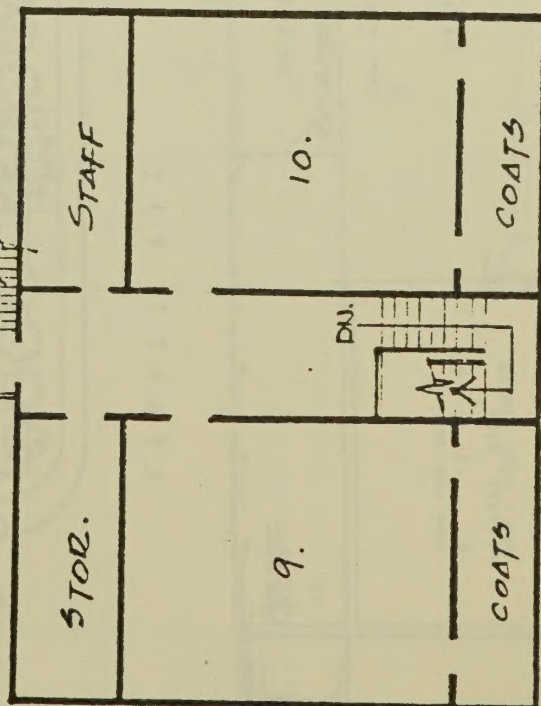
4. Proposed Renovations

(a) Stair enclosures (new building)	\$25,000
(b) Wood windows - replace with alum. hoppers and insulated panels (old building)	20,000
(c) Plaster repairs and painting (both buildings)	25,000
(d) Mechanical and electrical renovations (old building)	40,000
(e) Asphalt paving	40,000
(f) Misc. & contingencies	<u>30,000</u>
	\$180,000

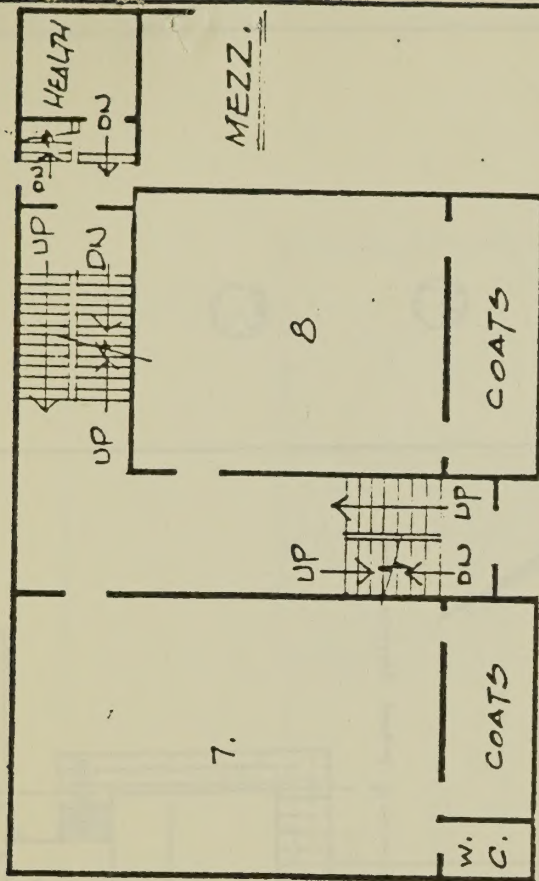


BASEMENT

STEEL FIRE ESCAPE



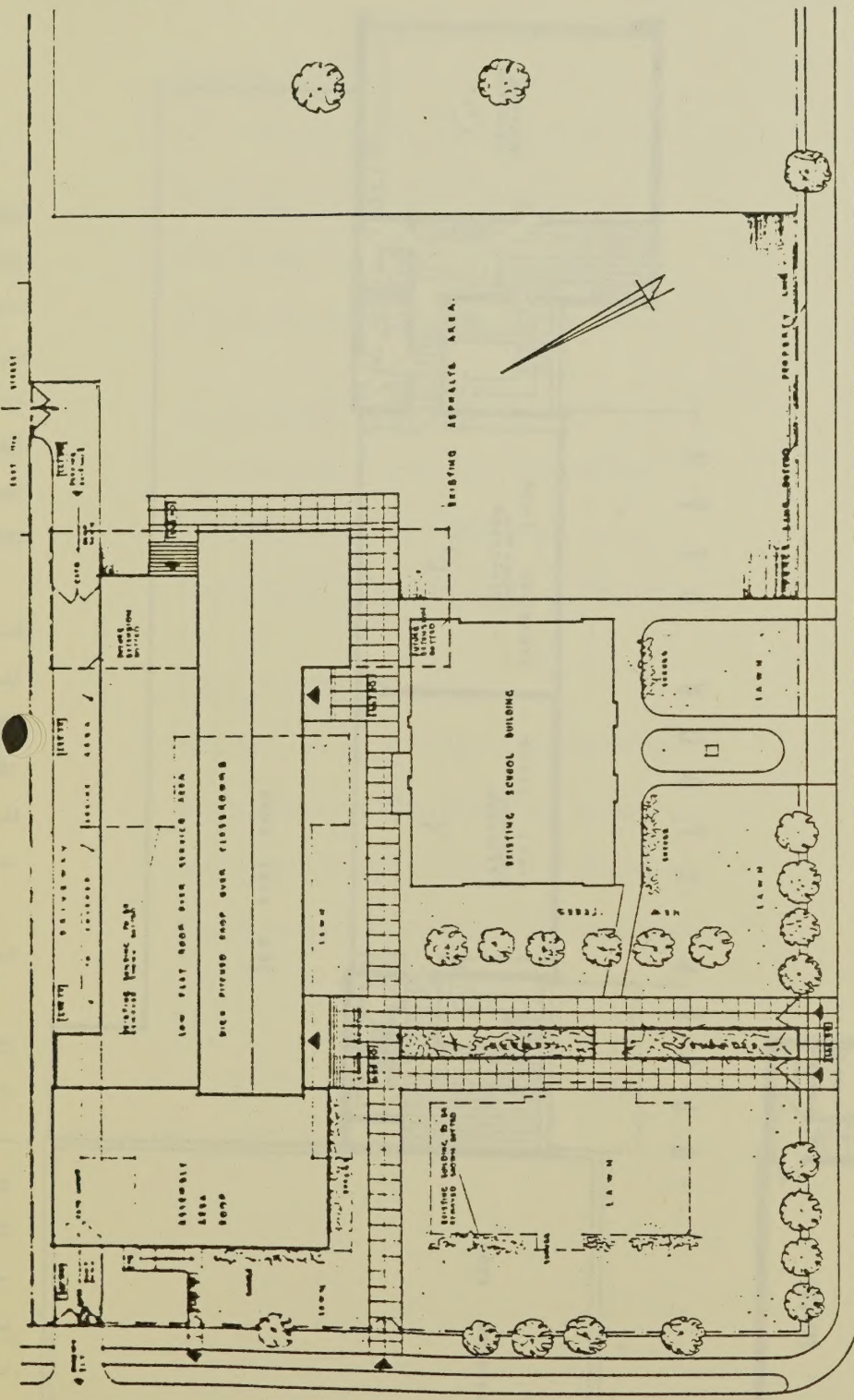
2ND. FLOOR



FIRST FLOOR

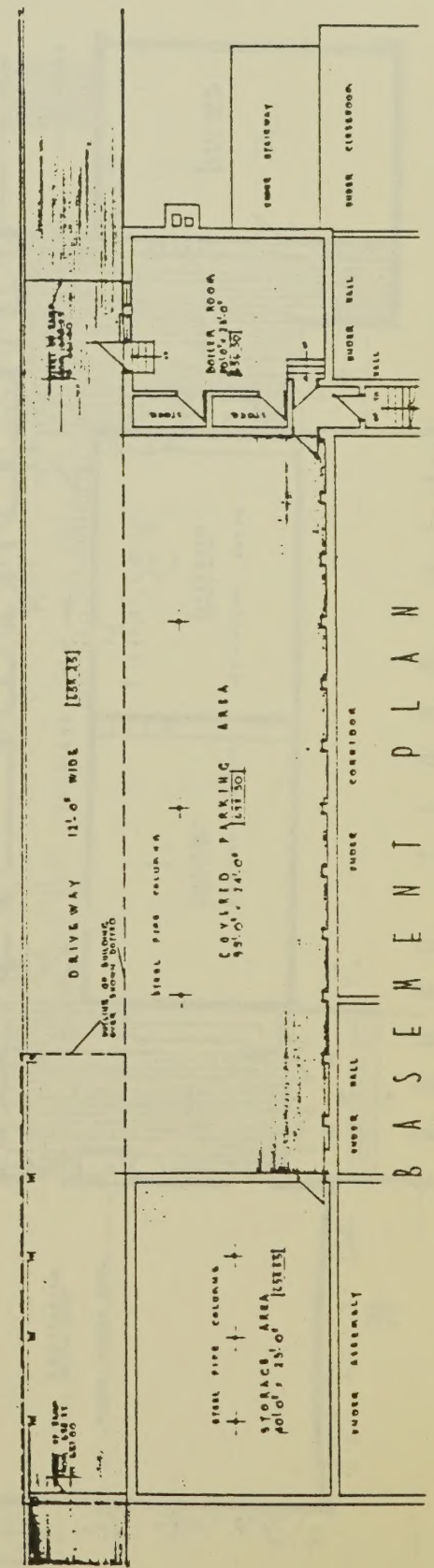
The Board of Education
for
The City of Hamilton

Scale 1"=20'-0"	Title ONTEORA	Sht. No. 1041
Date SEPT. 3/74	Area FLOOR PLANS	Det. No.



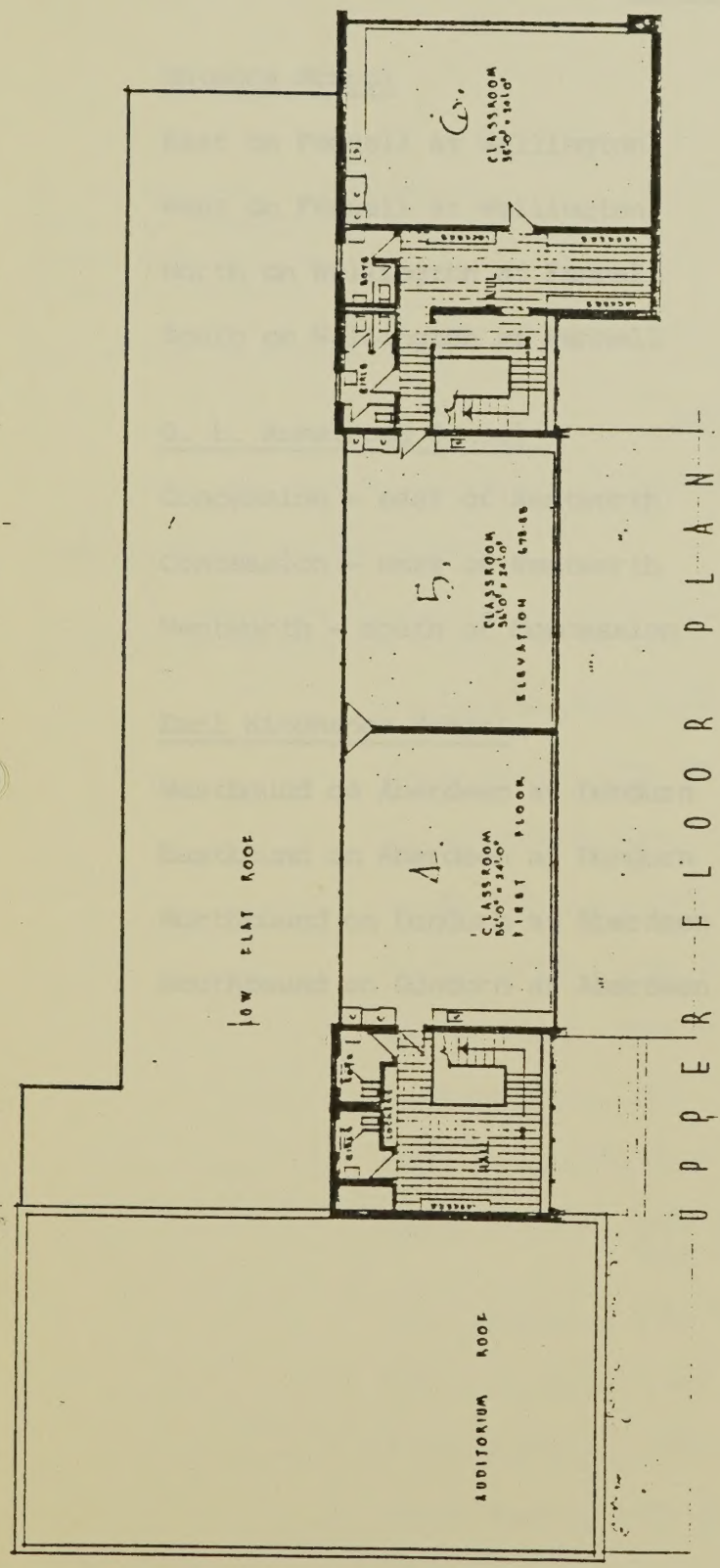
WELLINGTON STREET

FENNEL AVE PLOT PLAN

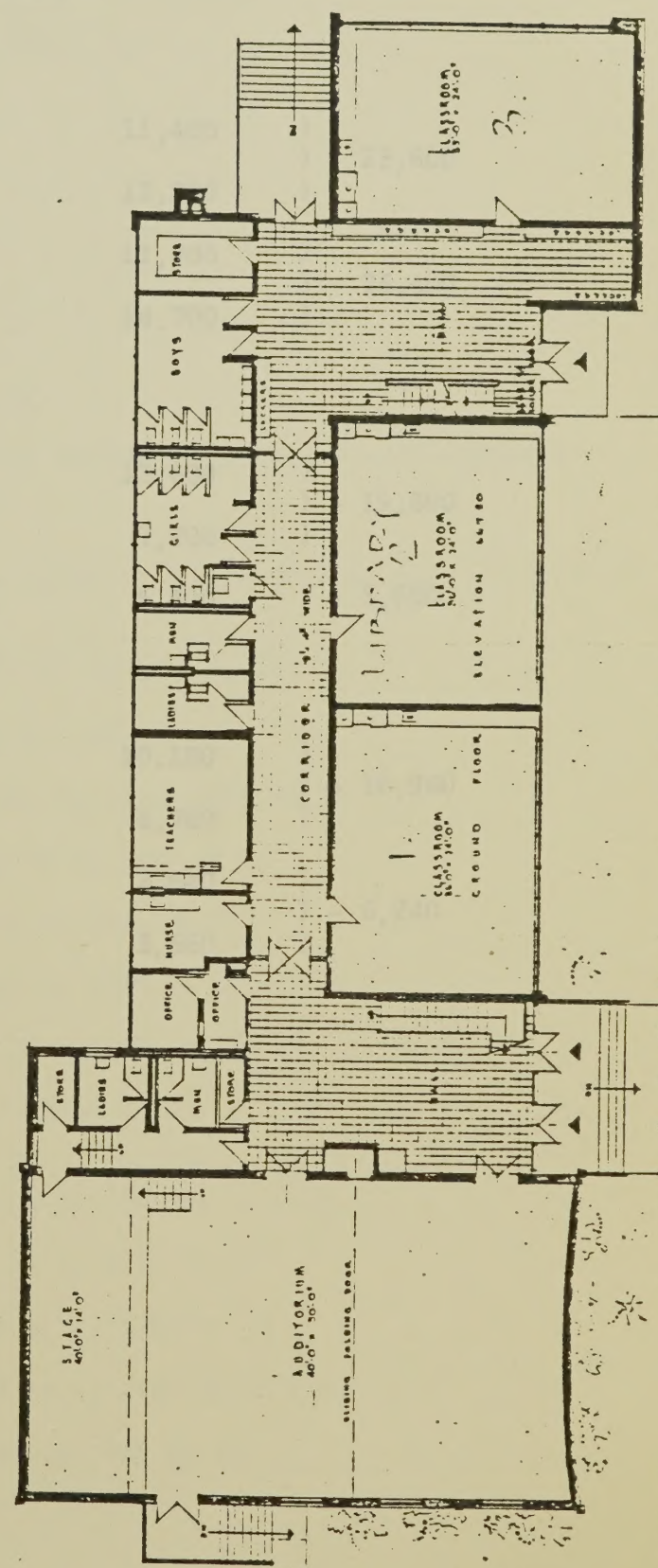


BASEMENT PLAN

CHARLES LUTZ ARCHITECT JAMES STREET HAMILTON



UPPER FLOOR PLAN



GROUND FLOOR PLAN

1986 02 25

TRAFFIC COUNTS

Onteora School

East on Fennell at Wellington	11,400	)	
		)	- 23,600
West on Fennell at Wellington	12,200	)	
North on Wellington at Fennell	11,700	)	
		)	- 26,400
South on Wellington at Fennell	14,700	)	

G. L. Armstrong School

Concession - east of Wentworth	12,600	)	
		)	- 19,800
Concession - west of Wentworth	7,200	)	
Wentworth - south of Concession	5,500	)	- 5,500

Earl Kitchener School

Westbound on Aberdeen at Dundurn	10,180	)	
		)	- 16,960
Eastbound on Aberdeen at Dundurn	6,780	)	
Northbound on Dundurn at Aberdeen	2,640	)	
		)	- 6,240
Southbound on Dundurn at Aberdeen	3,660	)	

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 02 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Darlene Boychuk, 1986 05 05 to 1986 06 27

Kathy Brown, 1986 05 05 to 1986 06 27

Alana Burdett-Moore, 1986 02 17 to 1986 06 27

Lynda Chittley, 1986 03 17 to 1986 06 27

Dawn Crocker, 1986 04 01 to 1986 06 27

Arlene Grant, 1986 04 01 to 1986 06 27 (.5)

Lillian Jovic, 1986 03 03 to 1986 05 30

Dale Judd, 1986 01 27 to 1986 03 07

Carol Kippers, 1986 01 06 to 1986 02 04 (full time)
1986 02 05 to 1986 02 14 (.5)

Carol Kippers, 1986 03 24 to 1986 06 27

Sheila Mowbray, 1986 02 24 to 1986 03 31

Cindy Robinson, 1986 03 17 to 1986 06 27 (.5)

Linda Temple, 1986 02 04 to 1986 03 19

(b) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Christine Beckett, 1986 01 01 to 1986 02 21 (.5)

Kathryn Evans 1986 01 09 to 1986 03 07 (.5)

Michael Helt, 1985 09 03 to 1986 03 14

Sheila Mowbray, 1985 12 10 to 1986 02 07

Diane Parente, 1985 09 03 to 1986 03 14 (full time)
1986 04 01 to 1986 06 26 (.5)

Lynda Zonneveld, 1986 01 13 to 1986 02 21

(c) That Denise Kneppert be transferred from the Secondary School Staff to the Elementary School Staff, effective 1986 01 01.

(d) That Tracey Mollon be returned from Leave of Absence and assigned teaching duties effective 1986 04 01.

(e) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Irene Eves, 1986 05 05 to 1986 08 29

Beverly Kurey, 1986 04 01 to 1986 06 13

Catherine Reid, 1986 03 10 to 1986 07 04

Sheri Selway, 1986 03 03 to 1986 05 30

Jane Snider, 1986 05 05 to 1986 08 29

Christine Tartaglia, 1986 03 24 to 1986 07 18

(f) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leave, and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Sharon Beesley, 1986 05 05 to 1987 08 31

Barbara Bentham, 1986 04 01 to 1988 08 31

(g) That the request of Denise Kneppert for a Personal Leave of Absence, effective 1986 04 07 to 1986 08 31, be granted.

(h) That the request of Mearl Thomson for a Personal Leave of Absence, effective 1986 03 04 to 1986 03 07, without pay, be granted.

(i) That the requests of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Sondra Archibald, 1986 09 01 to 1987 08 31

Patricia Watson, 1986 09 01 to 1987 08 31

(j) That the resignations of the following principals who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

J. Charles Forbeck

Kathleen M. Rebalski

Donald W. Ward

Alfred E. Windsor

(k) That the resignations of the following teachers who are retiring on superannuation effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Helen Kitchen

Ian King

(l) That the timetable of Audrey Knox be increased from .5 to 1.0, effective 1986 02 14.

(m) That the following trips be approved:

(i) Chedoke, Grade 8, Ottawa, 1986 05 21-23 (Wednesday to Friday)

(ii) Dalewood, Grade 8, Ottawa, 1986 05 28-31 (Wednesday to Saturday)

(iii) G. L. Armstrong, Grade 7 - History, Midland, 1986 05 29-30 (Thursday to Friday)

(iv) G. L. Armstrong, Grades 7-8, Ottawa, 1986 06 09-11 (Monday to Wednesday)

(v) Hampton Heights, Grade 8, Ottawa, 1986 05 28-30 (Wednesday to Friday)

(vi) Hampton Heights, Grade 7, Outdoor Education, Camp Wanakita, 1986 06 08-11 (Sunday to Wednesday)

(vii) R. A. Riddell, Grade 8, Quebec City, Quebec, 1986 05 20-23 (Tuesday to Friday)

(viii) R. A. Riddell, Grade 8, Ottawa, 1986 05 21-23 (Wednesday to Friday)

Superintendent of Curriculum & Special Services

(a) That one teacher attend the "Canadian Intramural and Recreation Association Conference", as a presenter, to be held at Calgary, Alberta, Friday, 1986 05 09 to Sunday, 1986 05 11 and that \$75.00 be paid towards registration.

(b) That two principals attend the "Canadian Association of Principals Annual Conference" to be held at Winnipeg, Manitoba, Wednesday, 1986 04 09 to Friday, 1986 04 11 and that registration and expenses be paid according to policy (Staff Development).

(c) That eight teachers attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto, Friday, 1986 04 04 to Saturday, 1986 04 05 and that \$115.00 each be paid towards registration and expenses.

(d) That one Primary consultant, one Junior consultant and seven teachers attend the "Ontario Association for Mathematics Education Conference" to be held at London, Ontario, Friday, 1986 05 09 to Sunday, 1986 05 11 and that registration and expenses be paid according to policy.

(e) That two teachers attend the "OPSTF in The Vice-Principals' Chair" to be held at Hamilton, Sunday, 1986 05 11 to Tuesday, 1986 05 13 and that \$125.00 each be paid towards registration. (Staff Development)

(f) That three teachers attend the "8th Annual Guelph Conference on Sexuality" to be held at Guelph, Monday, 1986 06 09 to Wednesday, 1986 06 11 and that \$180.00 each be paid towards registration and expenses.

(g) That six teachers attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02 and that \$200.00 each be paid towards registration and expenses.

(h) That one teacher attend the "Educational Computing Organization of Ontario Conference", as a presenter, to be held at Toronto, Thursday, 1986 05 01 to Friday, 1986 05 02 and that \$65.00 be paid towards expenses.

(i) That two principals and four teachers attend the "Ninth Annual Ontario Moral Values Education Conference, as participants, to be held at Toronto, Thursday, 1986 04 17 to Friday, 1986 04 18 and that \$30.00 each be paid towards registration and expenses.

(j) That one Junior Consultant and one teacher attend the "Ninth Annual Ontario Moral Values Education Conference" to be held at Toronto, Thursday, 1986 04 17 to Friday, 1986 04 18 and that \$145.00 each be paid towards registration and expenses.

(k) That one principal attend the "Effective School and Classroom Discipline Conference" to be held at Toronto, Friday, 1986 04 04 to Saturday, 1986 04 05 and that \$85.00 be paid towards registration and expenses (Staff Development).

(l) That up to five principals and that up to three teachers attend the "O.P.S.T.F. Par 9 Conference" to be held at Toronto, Thursday, 1986 04 17 to Saturday, 1986 04 19 and that \$200.00 each be paid towards registration and expenses (Staff Development)

(m) That 3 teachers attend the "Predicting and Preventing Early School Failure Conference" to be held at Hamilton, Thursday, 1986 05 01 and that \$50.00 each be paid towards registration.

(n) That 3 teachers attend the "Race and Ethnocultural Relations Conference" to be held at Toronto, Wednesday, 1986 03 19 to Friday, 1986 03 21 and that \$30.00 each be paid towards travel expenses.

(o) That one teacher attend the OCLEA: Day Care/Child Care in the Schools Conferece" to be held at Toronto, Thursday, 1986 03 06 and that \$135.00 be paid towards registratio and expenses.

(p) That the Supervisor of Primary/Junior Education attend a "Team Building Seminar, sponsored by Humber College" to be held at Toronto, Monday, 1986 06 16 to Tuesday, 1986 06 17 and that the registration fee of \$495.00 be paid.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the Educational Computing Organization of Ontario Seventh Annual Conference to be held in Toronto from Wednesday, 1986 04 30 to Friday, 1986 05 02, and that \$180 be paid towards the cost of registration and expenses.

(b) That one elementary school teacher attend the Film Showcase to be held at Geneva Park from Wednesday, 1986 04 16 to Friday, 1986 04 18, and that \$240 be paid towards the cost of registration and expenses.

(c) That three elementary school teacher-librarians attend the Educational Computing Organization of Ontario Seventh Annual Conference to be held in Toronto on Wednesday, 1986 04 30 and that their total costs of registration and expenses not exceed \$240.

1986 03 04

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: ROYAL BOTANICAL GARDENS

As a result of a report to the Board in January, 1985 and subsequent approval during the 1985 Budget Review, the following motion was approved:

Subject to support from other neighbouring School Boards the Hamilton Board of Education assume its share, based on usage, of the cost of staffing the student visitation program of the Nature Interpretive Centre, Royal Botanical Gardens for the 1985-86 academic year.

The Hamilton Board of Education assumed 20% of the total student visitation incurring, \$6,000 of the cost.

Data gathered to date on the 1985-86 bookings indicate a level of use which closely approximates that of a year ago.

It is therefore respectfully recommended:

Subject to support from other neighbouring School Boards the Hamilton Board of Education assume its share, based on usage, of the cost of staffing the student visitation program of the Nature Interpretive Centre, Royal Botanical Gardens for the 1986-87 academic year.

Prepared and submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1986 04 01

Confirmation of the minutes of the last regular and special meeting of 1986 03 13.

APR 01 1986

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Summer School Program in Community Facilities.
2. Interim report of the Discipline Review Committee.
3. Report of the Special Education Advisory Committee?

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Text Books.
3. School Year Calendar - 1986-1987.
4. Report of the Special Education Advisory Committee?

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Director's Accommodation Report - Addition to George L. Armstrong (referred from March Board - 1986 03 13.)

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from the French Immersion Parents' Association.
3. Text Books.
4. School Year Calendar - 1986-1987.
5. Report of the Trainable Retarded Children's Advisory Committee.
6. Report of the Special Education Advisory Committee?

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 04 01

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to four Supervisory Officers be authorized to attend the Area 2 Spring Conference of the Ontario Association of Education Administrative Officials to be held at Woodstock, Thursday, 1986 05 01 to Friday, 1986 05 02, and that expenses be paid according to policy.

(b) That an Area Superintendent attend the Conference "Developing More Effective Schools: The London Approach", sponsored by CASA, to be held at Montreal from Wednesday, 1986 04 02 to Friday, 1986 04 04, and that expenses be paid according to policy.

(c) That the resignation of Mr. William D. Millar, Area Superintendent, who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

(d) That an Area Superintendent attend the "Bill 75 and the Administrators" symposium, sponsored by OAEAO, to be held at Toronto, Monday, 1986 04 07, and that \$60 be paid towards registration and expenses.

(e) That the Superintendent of Operations and the Program Leader (Staff Development), attend the conference "Leading Effective Schools", sponsored by the Ministry of Education and southern area school boards, to be held at St. Catharines, from Monday, 1986 04 07 to Tuesday, 1986 04 08, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That one Co-operative Education Co-ordinator attend the "National Co-operative Education Conference" to be held at Vancouver, B.C., Tuesday, 1986 06 24 to Friday, 1986 06 27, and that the registration of \$125 be paid.

(b) That the Supervisor of Geography attend the "World Congress on Education and Technology, to be held at Vancouver, B.C., Thursday, 1986 05 22 to Sunday, 1986 05 25 and that registration and expenses be paid according to policy.

(c) That the Supervisors of Family Studies and Health Education attend the "4Mat System Administrator Workshop" to be held at Toronto, Wednesday, 1986 05 07 to Friday, 1986 05 09 and that \$330 each be paid towards registration and expenses.

(d) That the Supervisor of Technical Education attend the "Spring Conference of the Ontario Technical Directors' Association" to be held at Atherley, Ontario, Thursday, 1986 05 22 and that \$180 be paid towards registration and expenses.

100-100-1000
100-100-1000
100-100-1000

100-100-1000

100-100-1000

100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

100-100-1000
100-100-1000
100-100-1000
100-100-1000

(e) That the English Supervisor and two Consultants (English), attend the Niagara Region English Conference, "What's New", to be held at St. Catharines, Friday, 1986 04 18 and that \$40 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the Administrative Assistant to the Director attend the National AIDS Forum: Separate Fact from Fiction to be held at Oakville on Thursday, 1986 04 03, and that \$45 be paid towards the cost of registration and expenses.

(b) That one Special Education Consultant attend the Seventh Annual Educational Computing Organization of Ontario Conference to be held at Toronto from Wednesday, 1986 04 30 to Friday, 1986 05 02, and that \$180 be paid towards the cost of registration and expenses.

(c) That one Psychological Consultant attend the Conference on Neuropsychology of Language to be held at Niagara Falls on Friday, 1986 03 28 and Saturday, 1986 03 29 and that \$55 be paid towards the cost of registration and expenses.

(d) That the Supervisor of Psychological Services attend the Conference "Developing More Effective Schools: The London Approach", sponsored by CASA, to be held at Montreal from Wednesday, 1986 04 02 to Friday, 1986 04 04, and that expenses be paid according to policy.

(e) That the Supervisor of Adjustment Services attend the Community Corrections Committee Workshop on "Community Justice: Working Together" to be held at Hamilton on Tuesday, 1986 04 22 and that the registration fee of \$16 be paid.

(f) That one Special Education Consultant attend the conference on "Critical Health Issues in Educational Management" to be held at Toronto on Thursday, 1986 04 24, and that \$205 be paid towards the cost of registration and expenses.

(g) That the Consultant, Guidance Services, attend the Guidance Dialogue, sponsored by the Association of University Registrars, to be held at Ottawa from Wednesday, 1986 05 07 to Friday, 1986 05 09, and that expenses be paid according to policy.

(h) That the Supervisor of Media Services attend the conference on "Team Building" to be held at Toronto on Monday, 1986 06 16 and Tuesday, 1986 06 17, and that \$525 be paid towards the cost of registration and expenses.

(i) That the Community Facilities Liaison attend the Community Corrections Committee Workshop on "Community Justice: Working Together" to be held at Hamilton on Tuesday, 1986 04 22 and that the registration fee of \$16 be paid.

Superintendent of Operations

(a) That the resignation of J. H. Lawrence, Staff Assistant, Adjustment Services, who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

Respectfully submitted,

A. J. Krever,
Director of Education.

that the fact of the...
the...
...
...

Administrative Organization of the... ...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

Administrative Organization of the... ...

...
...
...
...

100 Main Street West
Hamilton, Ontario
1986 04 01

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

**Re: SUMMER SCHOOL PROGRAM IN COMMUNITY FACILITIES WITH
OBSERVATION AND DETENTION MANDATES**

The Arrell Observation Home and Dawn Patrol are two Community Facilities that assume responsibility for the care, custody and control of school age students who are awaiting an appearance before the Judge of Juvenile Court.

Since 1981, the Board of Education, at no cost to the Board, has provided a four-week summer educational component for facilities that have shown demonstrated needs.

Both the current Program Director at the Arrell Home and the Executive Director of Dawn Patrol have recently requested a summer school program.

Since data received indicates the need for and benefits of a structured summer educational component and the Ministry of Education has endorsed the requests, it is recommended:

That, subject to funding by the Ministry of Education and sufficient enrolment, the request of the Arrell Observation Home for a four-week summer school program be granted.

That, subject to funding by the Ministry of Education and sufficient enrolment, the request of Dawn Patrol for a four-week summer school program be granted.

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services.

Approved by:
A. J. Krever
Director of Education

rm

100 West Street, New York
October 1951

To the Director, New York
Department of Education
New York City

Dear Sir:

RE: NEW YORK SCHOOL SYSTEM IN CONNECTION WITH
EDUCATION AND RESEARCH

The above mentioned New York School System is
concerned with the educational progress of the
city and the state and the existing conditions
of the city.

Since 1951, the Board of Education, New York City
has provided a four-year program for the
city and the state.

The Board of Education, New York City, has
provided a four-year program for the
city and the state.

Since 1951, the Board of Education, New York City
has provided a four-year program for the
city and the state.

That subject to the Board of Education,
and sufficient evidence, the report of the
Board of Education for a four-year program
is provided.

That subject to the Board of Education,
and sufficient evidence, the report of the
Board of Education for a four-year program
is provided.

Very truly yours,
Director of Education

Director of Education
New York City

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 03 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Hilda Mak be appointed to the Probationary Staff, effective 1986 04 14 with salary according to schedule.

(b) That Blair Trudel be appointed to the Occasional Staff, effective 1986 02 04 to further notice, with salary according to schedule.

(c) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Marian Allen, 1986 03 24

Malcolm Buchanan, 1986 09 01

(d) That the request of Kim McCulloch for a Leave of Absence in order to serve on the Provincial Executive of OSSTF, effective 1986 09 01 to 1987 08 31, be granted.

(e) That the effective dates of the Maternal Leave of Absence, granted to Marian Allen at the January Meeting be changed to 1985 12 09 to 1986 03 21.

(f) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Donald H. Bell

W. Ann Newman

Reginald Shepherd

Thomas J. Simpson

Allan Williams

Anthony Woods

Information Officer,
The House of Commons,
Parliament Building,
London WC2A 0LP.
Date of 11/11/88

To the Chairman and Members,
Labour Party Conference,
London WC2A 0LP.
Dear Sirs,

Labour and Democracy

Part 1

I have the honour to present the following recommendations for your approval:

Reorganisation of the Party

1. That the Party should be reorganised to the following structure, effective 1990, with a view to achieving the following objectives:

(a) That the Party should be reorganised to the following structure, effective 1990, with a view to achieving the following objectives:

(b) That the following structure be retained from the date of the reorganisation, effective 1990, with a view to achieving the following objectives:

Labour Party, 1990 to 1991

Labour Party, 1991 to 1992

1. That the Party should be reorganised to the following structure, effective 1990, with a view to achieving the following objectives:

(a) That the Party should be reorganised to the following structure, effective 1990, with a view to achieving the following objectives:

(b) That the Party should be reorganised to the following structure, effective 1990, with a view to achieving the following objectives:

Labour Party, 1992 to 1993

Labour Party, 1993 to 1994

Labour Party, 1994 to 1995

Labour Party, 1995 to 1996

Labour Party, 1996 to 1997

Labour Party, 1997 to 1998

(g) That up to 100 students of the Grade 12 Urban Geography course from Hamilton Schools be permitted to attend a 4 day field trip in Montreal, Quebec, from 1986 04 24-27 (Thursday to Sunday).

(h) That one teacher for every 15 students, plus the geography supervisor or designate, supervise the geography field study excursion to Montreal, Quebec, 1986 04 24-27, and that each receive \$160.00 for their expenses.

(i) That 210 Hamilton students in Grade 9-13 participate in an excursion to Quebec City, Quebec, 1986 05 14-17 (Wednesday to Saturday).

(j) That one teacher for every 15 students supervise the excursion to Quebec City, Quebec, 1986 05 14-17, and that each receive \$120.00 for their expenses.

(k) That the following trips be approved:

(i) Crestwood, Grade 11-12, Outdoor Education, Algonquin Park, 1986 05 26-30 (Monday to Friday)

(ii) George P. Vanier, Grade 12-13, Ottawa, 1986 05 02-03 (Friday to Saturday)

(iii) Hill Park. French, Quebec City/Montreal, Quebec, 1986 04 23-26 (Wednesday to Saturday)

Superintendent of Curriculum & Special Services

(a) That one secondary (composite) vice-principal attend the "O.S.S.T.F. Curriculum Challenge Conference", as a participant, to be held at Toronto, Wednesday, 1986 04 23 to Friday, 1986 04 25 and that \$180.00 be paid towards registration.

(b) That three secondary (composite) teachers attend the "Third Annual Provincial Conference of Business Education Directors" to be held at Peterborough, Thursday, 1986 05 08 to Saturday, 1986 05 10 and that \$160.00 each be paid towards registration and expenses.

(c) That up to seven secondary (vocational and composite) teachers attend the "Spring Conference of the Ontario Technical Directors' Association" to be held at Atherley, Ontario, Thursday, 1986 05 22 and that \$180.00 each be paid towards registration and expenses.

(d) That one secondary teacher attend the Phoenix Seminar "Peak Performance Training" to be held in Burlington, Saturday, 1986 04 19 to Sunday, 1986 04 20 and that \$145.00 be paid towards registration and expenses (Staff Development).

(e) That one secondary (composite) teacher attend the "Ontario Business Head Association Executive" to be held at Toronto, Thursday, 1986 04 17 and that \$55.00 be paid towards registration and expenses.

(f) That one secondary (composite) teacher attend the "8th Annual Guelph Conference on Sexuality" to be held at Guelph, Tuesday, 1986 06 10 to Wednesday, 1986 06 11 and that \$180.00 be paid towards registration and expenses.

(g) That one secondary (composite) teacher be allowed to participate in the "Ontario Mining Association Tour", Sunday, 1986 09 28 to Friday, 1986 10 03 and that \$150.00 be paid towards expenses.

(2) That up to the date of the meeting of the Board of Directors, the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(3) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(4) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(5) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(6) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(7) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(8) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(9) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

Board of Directors of the Company

(10) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(11) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(12) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(13) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(14) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(15) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(16) That the Board of Directors of the Company had not received any information from the Board of Directors of the Company regarding the proposed merger.

(h) That one secondary (composite) teacher attend the "Le Concours Provincial de Langue Francaise 1986 Conference" to be held at Ottawa, Friday, 1986 05 02 to Saturday, 1986 05 03 and that registration and expenses be paid according to policy.

(i) That up to six cooperative teacher-monitors (composite) attend the "Ontario Co-Operative Education Association Annual Conference on Positive Partnerships" to be held at Toronto, Sunday, 1986 06 01 to Tuesday, 1986 06 03 and that \$250.00 each be paid towards registration and expenses.

(j) That two secondary (composite) teachers attend the "Ontario Council for Education Management - Critical Health Issues in Educational Management Conference" to be held at Toronto, Wednesday, 1986 04 23 to Friday, 1986 04 25 and that \$215.00 each be paid towards registration and expenses.

(k) That two secondary (composite) teachers attend the "Vivre sa Langue Conference" to be held at Toronto, Thursday, 1986 04 03 to Saturday, 1986 04 05 and that \$200.00 each be paid towards registration and expenses.

(l) That one secondary (composite) teacher attend the "What Futures Are We Creating for Our Children Conference" to be held at Toronto, Thursday, 1986 04 17 to Friday, 1986 04 18 and that \$145.00 be paid towards registration and expenses.

(m) That one secondary (composite) teacher attend the "Ontario Association for Mathematics Education Conference" as a presenter, to be held at London, Ontario, Friday, 1986 05 09 to Sunday, 1986 05 11 and that expenses be paid according to board policy.

(n) That 3 secondary (composite) teachers attend the "McMaster Conference on Secondary Language Teaching" to be held at Hamilton, Saturday, 1986 04 12 and that \$25.00 each be paid towards registration.

(o) That one secondary (composite) teacher attend the "Third Annual Women and Health Day" to be held at Hamilton, Saturday, 1986 04 05 and that \$30.00 be paid towards registration.

(p) That one vice-principal attend the conference "Leading Effective Schools", sponsored by the Ministry of Education and southern area school boards, to be held at St. Catharines, Monday, 1986 04 07 to Tuesday, 1986 04 08 and that expenses be paid according to policy.

(q) That one secondary (composite) teacher attend the "Symposium on Aids (Teleconference from the University of Massachusetts) Conference" to be held at Toronto, Thursday, 1986 04 03 and that \$30.00 be paid towards registration.

(u) That 5 secondary (composite and vocational) teachers attend the "Niagara Region English Conference, What's New" to be held at St. Catharines, Friday, 1986 04 18 and that \$40.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one teacher to attend the Conference "Reading for the Love of It" held in Toronto on Thursday, 1986 02 13, be approved and that \$45 be paid towards the cost of registration and expenses.

(b) That up to 6 Guidance Heads attend the Guidance Dialogue, sponsored by the Association of University Registrars, to be held in Ottawa, from Wednesday, 1986 05 07 to Friday, 1986 05 09, and that each receive \$200 towards the cost of registration and expenses.

(c) That up to four Community Facilities teachers attend the Community Corrections Committee Workshop on "Community Justice: Working Together" to be held in Hamilton on Tuesday, 1986 04 22 and that the registration fees of \$16 each be paid.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
CURRICULUM AND SPECIAL SERVICES

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

COMPOSITE

SECONDARY SCHOOLS

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum
and Special Services

Approved by:

A. J. Krever
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
CURRICULUM AND SPECIAL SERVICES

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

COMPOSITE

SECONDARY SCHOOLS

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum
and Special Services

Approved by:

A. J. Krever
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

- 1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".
- 2 - PROVISION "2C" OF THE REGULATIONS
E.G.: ENGLISH LITERATURE/THEATRE ARTS LITERATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS
- 3 - SUPPLEMENTARY MATERIALS
DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/MATERIALS
- 5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/PROGRAM.
- 6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS
- 8 - CLASS-SET (NODRIC) APPROVAL ONLY
- 9 - REFERENCE-BOOK APPROVAL ONLY
- T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS - BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

10 - 200
 100 - 100000
 1000 - 1000000

- 1 - "The first step in the process of the development of a new product is the identification of the need for the product."
- 2 - "The second step is the selection of the product to be developed."
- 3 - "The third step is the selection of the technology to be used in the development of the product."
- 4 - "The fourth step is the selection of the personnel to be assigned to the development of the product."
- 5 - "The fifth step is the selection of the resources to be used in the development of the product."
- 6 - "The sixth step is the selection of the time to be used in the development of the product."
- 7 - "The seventh step is the selection of the cost to be used in the development of the product."
- 8 - "The eighth step is the selection of the risk to be used in the development of the product."
- 9 - "The ninth step is the selection of the quality to be used in the development of the product."
- 10 - "The tenth step is the selection of the customer to be used in the development of the product."

THESE STEPS ARE THE BASIC STEPS IN THE DEVELOPMENT OF A NEW PRODUCT

- THE FIRST STEP IS THE IDENTIFICATION OF THE NEED FOR THE PRODUCT
 - THE SECOND STEP IS THE SELECTION OF THE PRODUCT TO BE DEVELOPED
 - THE THIRD STEP IS THE SELECTION OF THE TECHNOLOGY TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE FOURTH STEP IS THE SELECTION OF THE PERSONNEL TO BE ASSIGNED TO THE DEVELOPMENT OF THE PRODUCT
 - THE FIFTH STEP IS THE SELECTION OF THE RESOURCES TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE SIXTH STEP IS THE SELECTION OF THE TIME TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE SEVENTH STEP IS THE SELECTION OF THE COST TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE EIGHTH STEP IS THE SELECTION OF THE RISK TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE NINTH STEP IS THE SELECTION OF THE QUALITY TO BE USED IN THE DEVELOPMENT OF THE PRODUCT
 - THE TENTH STEP IS THE SELECTION OF THE CUSTOMER TO BE USED IN THE DEVELOPMENT OF THE PRODUCT

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
ART & IDEAS	-HRW-1980- HOLT, RINEHART	10.00	8	NT	08839
DISCOVERING ART HISTORY	-F/W- 1981- FITZHENRY/WHITESIDE	27.00	1	IA	20735
HISTORY OF PHOTOGRAPHY...	-M/ST- MCCLELLAND/STEWART	27.00	8	NT	07997
002 BUSINESS STUDIES					
COMPUTERS & DATA PROCESSING	-A-W- 1984- ADDISON-WESLEY	24.50	8	NT	06098
CORRELATED DICTATION/TRANSCRIP	-TEXT- -GAGE- -02-	20.00	5		05348
DATA PROCESSING CONCEPTS	-CCP- 1985- COPP CLARK PITMAN	17.50	8	NT	07930
FORKNER SHORTHAND	-GAGE- -02-	20.00	2		08060
INFORMATION PROCESSING	-SRA- 1984- SCIENCE RESEARCH	27.50	8	NT	06536
MATHEMATICS FOR THE INFORMED CONSUMER	-GAGE-1985- -02-	18.00	5		07849
MATHEMATICS FOR THE INFORMED CONSUMER	-GAGE- -02-	7.00	6	BS	07880
ROUGH TO READY: FORMATTING FR ROUGH DRAFT	-CCP- 1984- COPP CLARK PITMAN	9.50	8	NT	13680
S.A.O. CASE STUDY: STUDY IN SYSTEMS, ANALYSIS & DESIGN	OXFORD	6.50	8	NT	07617
TYPING POWER DRILLS	-MHR- 1984- MCGRAW-HILL RYERSON	10.00	3		12138
TYPING TWO: KEYBOARDING & FORMATTING	-MHR- 1985- MCGRAW-HILL RYERSON	20.00	1		13672
WATCOM BASIC: STRUCTURED PRGMG APPROACH-REFERENCE MAN'L	WATCOM PUBLICATIONS	20.00	8	NT	07898
010 ENGLISH COMPOSITION					
ACT OF WRITING CANADIAN ESSAYS F COMPOSITION-MHR-	1983- MCGRAW-HILL RYERSON	13.00	8	NT	02642
FEELINGS INTO WORDS: CREATIVE ENG COURSE-STAGE 3-	-F/W- FITZHENRY/WHITESIDE	7.50	8	NT	07906
ONE ACT	-F/W- FITZHENRY/WHITESIDE	3.00	2		07450
SHORT STORIES 17	-F/W- FITZHENRY/WHITESIDE	4.50	2		09555
011 ENGLISH LANG. DEVLPMT					
ENG SYNTACTIC STRUCTURES: FUNCTIONS & CATEGORIES IN...	PERGAMON PRESS	20.50	8	NT	73817
WRITER'S VOICE 1: READING INTO WRITING	-METHUEN- METHUEN	13.00	1		13755
012 ENGLISH: REMDL COURSE					
INSIGHT 2	-METHUEN- METHUEN	11.00	8	NT	05314

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
013 ENGLISH THEATRE ARTS					
ON STAGE 2	-GLOBE-1984 GLOBE/MODERN	7.00	8	NT	07575
ON STAGE 3	-GLOBE-1984 GLOBE/MODERN	7.00	8	NT	07591
015 ENGLISH LITERATURE					
APPRENTICESHIP OF DUDDY KRAVITZ	-PR-H-1983- PRENTICE-HALL	6.25	2		07625
FAR FROM SHORE	-DELL-1982- DELL	4.00	2		03723
FAR FROM THE MADDING CROWD	-BANTAM- BANTAM BOOKS	3.00	2		03467
FLYING COFFINS & OTHER GHOST STORIES. THE	-WARDLOCK- FITZHENRY/WHITESIDE	2.00	2		06023
INSIDE POETRY	-APC- 1984- ACADEMIC PRESS	11.00	5		03392
LORD OF THE FLIES -WORLD OF THE NOVEL-	-PR-H-1984- PRENTICE-HALL	6.50	2		07633
POET'S CRAFT, THE	-APC- 1984- ACADEMIC PRESS	9.50	2		07963
SHORT STORIES 17	-F/W- FITZHENRY/WHITESIDE	4.50	2		09555
WILD GEESE	-M/ST- MCCLELLAND/STEWART	4.00	8	NT	08037
WOMEN IN CANADIAN LIFE: LITERATURE	-F/W- 1977- FITZHENRY/WHITESIDE	5.00	3		02444
018 ENGLISH STUDIES					
DISCOVERING ART HISTORY	-F/W- 1981- FITZHENRY/WHITESIDE	27.00	1	IA	20735
020 GEOGRAPHY					
DEVELOPING WORLD, THE	-IRWIN- IRWIN PUBLISHING	10.50	8	NT	06072
MEGATRENDS -GEOGRAPHY TEXT-	-WARNER- ACADEMIC BOOK CARAVANS	6.50	8	NT	01172
THIRD WAVE, THE	-BANTAM- BANTAM BOOKS	5.00	8	NT	06452
TORONTO: AN URBAN STUDY	-IRWIN-1984 IRWIN PUBLISHING	10.00	8	NT	06031
WAR ATLAS ARMED CONFLICT-ARMED PEACE	-COLLINS- COLLINS	13.00	8	NT	44131
WORLD NOW, THE	-IRWIN- IRWIN PUBLISHING	7.00	8	NT	06056
030 HISTORY					
APPLYING THE LAW -2ND EDITION-	-MHR- 1985- MCGRAW-HILL RYERSON	19.00	1		02436
CANADA: A STORY OF CHALLENGE	-MM- GAGE	5.00	8	NT	01206
CONTEMPORARY WORLD, THE	-APC- 1979- ACADEMIC PRESS	10.00	8	NT	61820

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
030 HISTORY					
GREAT POWERS, THE	ACADEMIC PRESS	10.00	8	NT	51961
OUT OF OUR PAST	FITZHENRY/WHITESIDE	4.00	8	NT	05801
WAR ATLAS ARMED CONFLICT-ARMED PEACE	COLLINS	13.00	8	NT	44131
045 FAMILY STUDIES					
CHANGING FAMILY, THE	WILEY	34.00	9	RE	03897
CURRENT ISSUES IN MARRIAGE & THE FAMILY-3RD ED'N- CMM-	COLLIER-MACMILLAN	23.50	9	RE	03715
FIRST WONDEROUS YEARS-YOU & YOUR BABY	COLLIER-MACMILLAN	15.00	9	RE	05272
GUIDING YOUNG CHILDREN -2ND EDITION-	COLLIER-MACMILLAN	31.00	8	NT	05256
HUMAN RELATIONS AT WORK -2ND ED'N-	GAGE	12.50	8	NT	05298
LASTING MARRIAGES	GUIDANCE CENTER	6.00	9	RE	03855
PARENTING & CHILDREN	GINN	27.00	9	RE	06973
PERSONALITY DEVELOPMENT FOR WORK -5TH ED'N--GAGE- 1981-	GAGE	15.00	8	NT	05280
050 LANGUAGES: CORE PROG					
CAMBRIDGE LATIN COURSE, UNIT 1 (STAGES 1-12)-2ND E-1982	IRWIN PUBLISHING	12.00	1	IA	14753
CAMBRIOLAGE A NICE	1- AQUILA	6.00	8	NT	05769
DECOUVERTES -VOLUME 2- -EXERCISE BOOK-	HEATH	2.00	6	BS	03756
LECTURES FACILES 1: PANORAMA	HEATH	8.50	8	NT	05413
TOUR EIFFEL A DISPARU, LA	ACADEMIC PRESS	8.50	8	NT	40014
VIVE LE FRANCAIS -3- -WORKBOOK-	ADDISON-WESLEY	4.50	3		05421
VIVE LE FRANCAIS -5-	ADDISON-WESLEY	14.00	1		10553
055 LANGUAGES: THE AUTHORS					
CAMBRIDGE LATIN CS 2- STAGES 13-20-TEXTBOOK-CDN ED-GAGE	GAGE	15.00	1		08078
060 MATHEMATICS					
CALCULUS WITH ANALYTIC GEOMETRY	FITZHENRY/WHITESIDE	25.75	9	RE	05793
CALCULUS WITH ANALYTICAL GEOMETRY	ADDISON-WESLEY	31.50	9	RE	03996
COMPUTER SCIENCE: A STRUCTURED APPROACH	-HEATH-1985	24.00	1		08094

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
060 MATHEMATICS					
MATH IS / 3 -2ND ED 'N- -A- TEXT GRADE 9	NELSON	18.50	1		06296
MATH MATTERS -BOOK 2-	NELSON	18.00	1		06270
WATCOM BASIC: STRUCTURED PRGMG APPROACH-REFERENCE MAN'L	WATCOM PUBLICATIONS	20.00	8	NT	07898
065 MUSIC					
ALFRED'S NEW BAND METHOD -BOOK 1-	NORTHWEST MUSIC	3.00	5		08003
ALFRED'S NEW BAND METHOD -BOOK 2-	NORTHWEST MUSIC	3.00	5		08029
080 SCIENCE					
CHEMISTRY: THE CENTRAL SCIENCE -LAB MANUAL--PR-H-	PRENTICE-HALL	20.00	9	RE	05918
CHEMISTRY: THE CENTRAL SCIENCE -SOLUTIONS MANUAL-PR-H-	PRENTICE-HALL	9.00	9	RE	05926
PHYSICS: PRINCIPLES W APPLICATIONS-SOLUTIONS MAN.-PR-H	PRENTICE-HALL	7.00	9	RE	03491
090 TECHNICAL SUBJECTS					
DIGITAL COMPUTER TECHNOLOGY	PRENTICE-HALL	12.00	8	NT	05322
DRAFTING FUNDAMENTALS -5TH ED 'N-	MCGRAW-HILL RYERSON	17.00	1		25130
FUNDAMENTALS OF TECHNICAL DRAWING	GAGE	24.00	1	NT	08847
TECHNIBOOK -1-	MERLAN SCIENTIFIC	15.00	8	NT	08045
WRITE AWAY: 4	GLOBE/MODERN	7.50	1		12104
107 FX: FRANCAIS-RR					
CERTAIN ETE, UN	1- CEC	4.50	3		12609
DRAMA A CAP BLANC	1- CEC	4.50	3		05355
VAMPIRES DE LA RUE MONSIEUR LE PRINCE, LES	1- CEC	6.00	3		07476
110 FX: ANGLAIS-COMP					
GLOBE MODERN DICTIONARY, THE	GLOBE/MODERN	15.00	1		07435
111 FX: ANGLAIS-LD					
SERIES CANADA: AMY'S WISH	COLLIER-MACMILLAN	4.00	3		07419
SERIES CANADA: MICRO MAN	COLLIER-MACMILLAN	4.00	3		11098
SERIES CANADA: SPIN OUT	COLLIER-MACMILLAN	4.00	3		12195

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
SERIES CANADA: THE BEAST	111 FX: ANGLAIS-LD				
	-CMM- 1985- COLLIER-MACMILLAN	4.00	3		11106
MATHEMATIQUES ESSENTIELLES -NO 2-	160 FX: MATHEMATIQUE				
	-VIVANTES- 1- ETUDES VIVANTES	17.00	2		10033
SANTE, LA	170 FX: PHYSIQUE/HYGIENE				
	-EDICOMPO- 1- EDI-COMPO	23.00	5		05967
GUIDE D'APPRENTISSAGE EN SOUDAGE OXYACETYLENIQUE-GUERIN	190 FX: TECHNIQUES				
	U- GUERIN	4.00	1		05751
MECANIQUE DES PETITS MOTEURS -ED SI-	-MHR- 1981- MCGRAW-HILL RYERSON	13.50	1		05405

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: SCHOOL YEAR AND SCHOOL HOLIDAYS

In accordance with Regulation 822:82 (under the Education Act), boards of education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding the 1986-87 calendars:

1. The school year is set to commence on September 2, 1986; we are recommending that the last day of the school year be June 26. The Ministry sees no difficulty with this recommendation since this report recommends a school year of 195 school days, one more than is required by Regulation 822:82.
2. The recommendation includes 9 professional activity days; Regulation 822:82 requires: "...a school year shall include a minimum of 194 school days of which up to 9 days may be designated by the board as professional activity days..."
3. In concert with Regulation 822:82 all secondary schools are within the 15 days maximum allowed for examination purposes.
4. The Ministry requires a minimum of 185 instructional days; this calendar calls for 186.
5. We have worked with the other two boards in Wentworth County in the preparation of our calendars.
6. The recommendations in this calendar were developed by a committee consisting of supervisors, principals, federation representatives and chaired by the superintendent of curriculum and special services.

It is, therefore, respectfully recommended:

That the attached calendars for the Hamilton school system for the 1986-87 school year be approved.

Prepared and Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

/mg

Dr. J. H. ...
...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

	Elementary	Secondary
1. $2x^2 + 3x - 4$	☒	☐
2. $5x^3 - 2x^2 + 7x - 1$	☐	☐
3. $x^4 + 3x^3 - 2x^2 + x - 5$	☐	☐
4. $7x^5 - 4x^4 + 9x^3 - 6x^2 + 3x - 8$	☐	☐
5. $12x^6 - 8x^5 + 15x^4 - 10x^3 + 6x^2 - 4x + 7$	☐	☐

[illegible]

☒	Elementary
☐	Secondary

1st Week							2nd Week							3rd Week							4th Week							5th Week				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30											
H									P										P													
	1	2	3	6	7	8	9	10	13	14	15	16	17	18	20	21	22	23	24	27	28	29	30	31								
										H									P													
3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28													
											P																					
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31										
															H	H	H	H	H	H	H	H										
2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27													
2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31											
										H	H	H	H	H																		
	1	2	3	6	7	8	9	10	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
										13	14	15	16	17	20	21	22	23	24	27	28	29	30									
														H	H																	
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31										
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31										
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31										
																							</									

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ☒

SCHOOL YEAR CALENDAR 1986-1987

School Board
The Hamilton Board of Education

School
VOCATIONAL SECONDARY SCHOOLS

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	
December	8		15	
January	2	3	17	3
February			20	
March	5		17	
April	2		20	
May	1	1	19	
June		4	16	4
TOTAL	20	9	186	7

1st Week							2nd Week							3rd Week							4th Week							5th Week						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30													
H																																		

SCHOOL YEAR CALENDAR 1986-1987

School Board

The Hamilton Board of Education

School

Delta, Hill Park, Scott Park, Sir Allan MacNab, Sir J. A. Macdonald,

Approved by (signature of Board Official)

Secondary

Secondary

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	3
December	8		15	
January	2	2	18	4
February			20	
March	5		17	
April	2		20	3
May	1	1	19	
June		5	15	5
TOTAL	20	9	186	15

Legend: Statutory School Holiday — H
Scheduled Examination Days — E
Professional Activity Day — P
Half Day — ☒

Month	Number of Statutory Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examinations	1st Week							2nd Week							3rd Week							4th Week							5th Week																				
					M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																			
September	1		21			1	2	3	4	5						8	9	10	11	12							15	16	17	18	19						22	23	24	25	26						29	30					
October	1	1	21				1	2	3							6	7	8	9	10							13	14	15	16	17						20	21	22	23	24						27	28	29	30	31		
																											H																										
November			20	2			3	4	5	6	7					10	11	12	13	14							17	18	19	20	21						24	25	26	27	28												
December	8		15				1	2	3	4	5					8	9	10	11	12							15	16	17	18	19						22	23	24	25	26						29	30	31				
																											H	H	H	H	H						H	H	H	H	H												
January	2	2	18	5												1	2	3	4	5							12	13	14	15	16						19	20	21	22	23						26	27	28	29	30		
February			20				2	3	4	5	6					9	10	11	12	13							16	17	18	19	20						23	24	25	26	27												
March	5		17				2	3	4	5	6					9	10	11	12	13							16	17	18	19	20						23	24	25	26	27						30	31					
April	2		20	3												6	7	8	9	10							13	14	15	16	17						20	21	22	23	24						27	28	29	30			
May	1	1	19													4	5	6	7	8							11	12	13	14	15						18	19	20	21	22						25	26	27	28	29		
June		5	15	5			1	2	3	4	5					8	9	10	11	12							15	16	17	18	19						22	23	24	25	26						29	30					
																																	</																				

SCHOOL YEAR CALENDAR 1986-1987

School Board
 The Board of Education for the City of Hamilton

School
 SECONDARY - GLENDALE

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	3
December	8		15	
January	2	2	18	5
February			20	
March	5		17	
April	2		20	3
May	1	1	19	
June		5	15	4
TOTAL	20	9	186	15

Elementary ☐
 Secondary ☒

Month	Number of Statutory Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examinations	1st Week							2nd Week							3rd Week							4th Week							5th Week						
					M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
September	1		21			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
October	1	1	21				1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
November			20	3		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28								
December	8		15			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
January	2	2	18	5				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
February			20			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27								
March	5		17			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
April	2		20	3			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
May	1	1	19					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			
June		5	15	4		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				

Legend: Statutory School Holiday - H
 Scheduled Examination Days - E
 Professional Activity Day - P
 Half Day - ☒

SHERWOOD

Approved by (signature of Board Official)

Elementary

Secondary

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
					M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
September	1		21			1	2	3	4	5						8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
October	1	1	21			1	2	3	4	5	6	7	8	9	10							13	14	15	16	17																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				</

☐	Elementary
☒	Secondary

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	2
December	8		15	
January	2	2	18	5
February			20	
March	5		17	
April	2		20	2
May	1	1	19	
June		5	15	6
TOTAL	20	9	186	15

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☒

SCHOOL YEAR CALENDAR 1986-1987

School Board
The Hamilton Board of Education
School
GEORGES P. VANIER SECONDARY SCHOOL
Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	2
December	8		15	
January	2	2	18	5
February			20	
March	5		17	
April	2		20	2
May	1	1	19	
June		5	15	6
TOTAL	20	9	186	15

Month	1st Week							2nd Week							3rd Week							4th Week							5th Week						
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	2	3	4	5																														
October																																			
November																																			
December																																			
January																																			
February																																			
March																																			
April																																			
May																																			
June																																			

Legend: Statutory School Holiday - H
Scheduled Examination Days - E
Professional Activity Day - P
Half Day - ☒

☐	Elementary
☒	Secondary

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		21	
October	1	1	21	
November			20	
December	8		15	
January	2		20	
February			20	
March	5		17	
April	2		20	
May	1	1	19	
June		5	15	
TOTAL	20	7	188	

Legend: Statutory School Holiday — H Professional Activity Day — P
Scheduled Examination Days — E Half Day — ☒

PROFESSIONAL ACTIVITY DAYS

- ① School oriented in-service; programme planning, implementation and evaluation.
- ② Supervisors of Curriculum and Instruction conduct broad curriculum in-service programmes.
- ③ Parent/Teacher interviews to promote better understanding and communication between the schools and the community they serve.
- ④ Year End -- Days used for evaluation, orientation and school closing -- elementary.
- ⑤ "Turn-around" or Year-end days (secondary): evaluation of the semester just ended and organization for the ensuing semester.
- ⑥ Hamilton Teachers' Federation -- develops Professional Development Day for its members.
- ⑦ Ontario Secondary School Teachers' Federation or AEFO -- develops Professional Development Day for its members.

1986-87 PROFESSIONAL ACTIVITIES AND DEVELOPMENT DAYS

DATE	ELEMENTARY, ALTER-ED AND T.R.	VOCATIONAL	COMPOSITE	G.P.VANIER	ALTER-ED
September 12	① In-school				
September 26	① In-school				
October 24	② Supervisors (Middle Schools) ① In-school (JK - 6)	② Supervisors	② Supervisors	② Supervisors	② Supervisors
November 18	⑥ H.T.F.				
December 3	③ Interviews				
January 28 (mountain schools)	② Supervisors (JK - 6) ① In-School (Middle School)				
Jan. 28 - 30		⑤ turn around ② (Jan.30 p.m. Supervisors)			
Jan. 29 - 30			⑤ turn around	⑤ turn around	
February 4 (lower city schools)	② Supervisors (JK - 6) ① In-school (Middle School)				
March 11	③ Interviews				
May 1		⑦ O.S.S.T.F.	⑦ O.S.S.T.F.		⑦ O.S.S.T.F.
May 8				⑦ A.E.F.O.	
June 10	③ Interviews				
June 25		② Supervisors (p.m.)			
June 22 -26			⑤ turn around ② (June 23 Supervisors)	⑤ turn around	⑤ turn around
June 23 - 26		⑤ turn around			
June 26	④ Year End				

100 Main Street West
Hamilton, Ontario

1986 03 26

TABLE OF CONTENTS

Page

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

The administration has reviewed the various alternatives associated with the possible relocation of Inverness school.

The following pages contain an analysis of the four plans concerning this matter.

After much consideration, administration support the addition of the gymnasium and classroom space at G. L. Armstrong school, to incorporate Inverness school.

Submitted by:
J. Forrester

Approved by:
A. J. Krever

TABLE OF CONTENTS

Page

1	Overview of the Inverness situation
2-8	Proposed renovations and additions - Inverness
9	Map of location of Inverness students
10	Overview of the Onteora situation
11-14	Alternative 'A' proposed renovations - Onteora
15-19	Alternative 'B' proposed renovations - Onteora
20	Map of location of Queensdale students who might attend a re-opened Onteora
21	Map of location of Linden Park students who might attend a re-opened Onteora.
22	Overview of G. L. Armstrong situation
23-26	Alternative 'A' proposed addition - G. L. Armstrong
27	Alternative 'B' proposed addition - G. L. Armstrong
28	Summary

INVERNESS

- . built 1912
- . additions in 1917 and 1922
- . located on a 1.2 acre site
- . between Upper Wentworth and East 19th

- . ranked number one on the 1986 01 27 obsolescence review
- . present facilities for physical education programs are inadequate
- . the overall physical condition of the school does not warrant large expenditures

- . if a decision was made to renovate the cost of work has been estimated at \$750,000 (see 1986 03 04 EMC minutes)

. enrolment forecast	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>Op.Cap.</u>
	282	292	293	296	329

- . see accompanying map for student home distribution as of 1986 03 11
(note: students living beyond map area not shown)

1986 03 04

INVERNESS SCHOOLPROPOSED RENOVATIONS & ADDITION1. Site: 1.20 acres2. Building:

Original Building	1912	-	10,672 sq. ft.
Addition #1	1917	-	3,772 " "
" #2	1922	-	18,357 " "
Total Floor area			32,801 " "

Construction:

Basement walls (exterior) - stone and partial concrete
 Exterior walls above ground - solid masonry
 Interior walls - masonry and wood studs
 Floors - wood joists and steel beams
 2nd floor corridor (addition) - concrete and terrazzo
 Roof - wood joists (double construction)

Portable Classrooms: (2) made into a Fieldhouse - 1,500 sq. ft.

3. Facilities:

1	Senior Kindergarten	(basement)
2	Junior Kindergartens	
10	Classrooms	
1	Library	
1	Fieldhouse	

(Cont'd)

1986

- 2 -

4. Proposed renovations:

(a)	Repoint exterior brickwork, parapets, stonework	10,000
(b)	Repair roof and flashing	10,000
(c)	Wood windows -- replace with aluminum hoppers and insulated metal panels above	50,000
(d)	Wood floors to be covered with plywood underlay and resilient tile	30,000
(e)	Metal chalkboards in place of slate	16,000
(f)	Corkboards in place of tentest	10,000
(g)	Plaster repairs and painting	35,000
(h)	New stair railings (existing are too low), and new stair covering	10,000
(i)	Storage cupboards in classrooms	10,000
(j)	Toilet partitions and washroom upgrading	10,000
(k)	New plumbing fixtures and classroom sinks	10,000
(l)	Gas conversion	18,000
(m)	Heating - new unit ventilators, controls, new piping	80,000
(n)	Electrical - new wiring, electrical panels and light fixtures (existing lighting level is well below minimum standards) Emergency lighting, exit lights	75,000
(o)	New parking area (G.L. Armstrong)	15,000
(p)	Miscellaneous & contingencies	<u>11,000</u>
		\$ 400,000

- 3 -

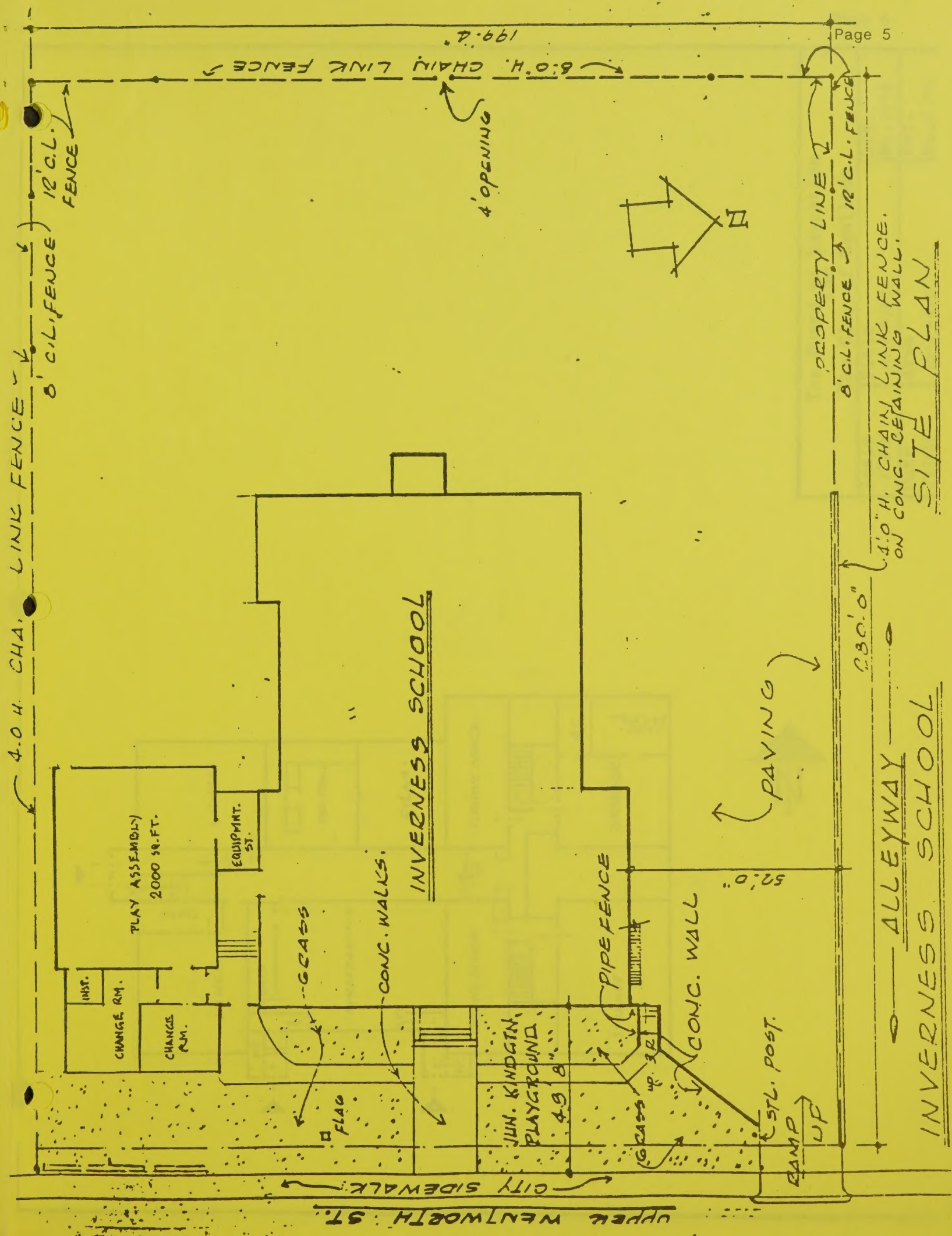
Inverness School

5. Play-Assembly Addition - 5,400 sq. ft.

Play-Assembly Rm. 2,000 sq. ft.
Boys & Girls' Change Rooms
Boys' and Girls' Showers
Gym Equipment Room

\$350,000





INVERNESS SCHOOL

1.0" H. CHAIN LINK FENCE.
ON CONC. RETAINING WALL.

SITE PLAN

ALLEYWAY

230'0"

PAVING

52'0"

CONC. WALL

PIPE FENCE

JUN. KINDGTN.
PLAYGROUND
49' x 8'

INVERNESS SCHOOL

CONC. WALKS.

GRASS

FLAG

PLAY ASSEMBLY
2000 SQ. FT.

CHANGE RM.

CHANGE RM.

EQUIPMNT.
ST.

4.0 H. CHA. LINK FENCE

8' C.I.L. FENCE

12' C.I.L. FENCE

6.0" H. CHAIN LINK FENCE

4' OPENING

PROPERTY LINE

12' C.I.L. FENCE

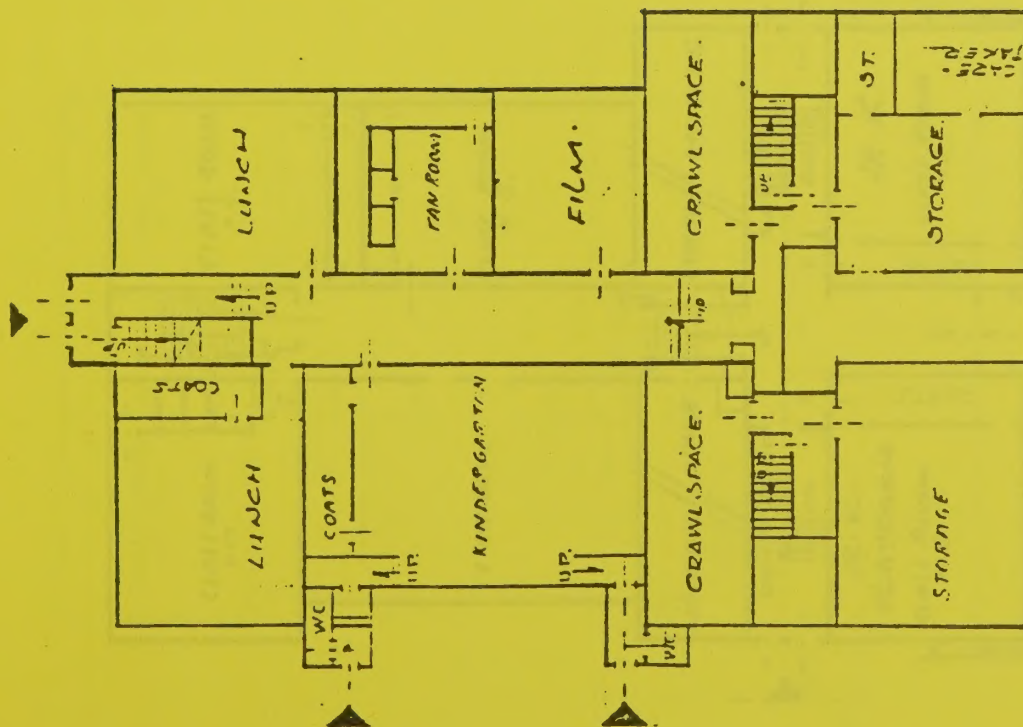
8' C.I.L. FENCE

RAMP
UP

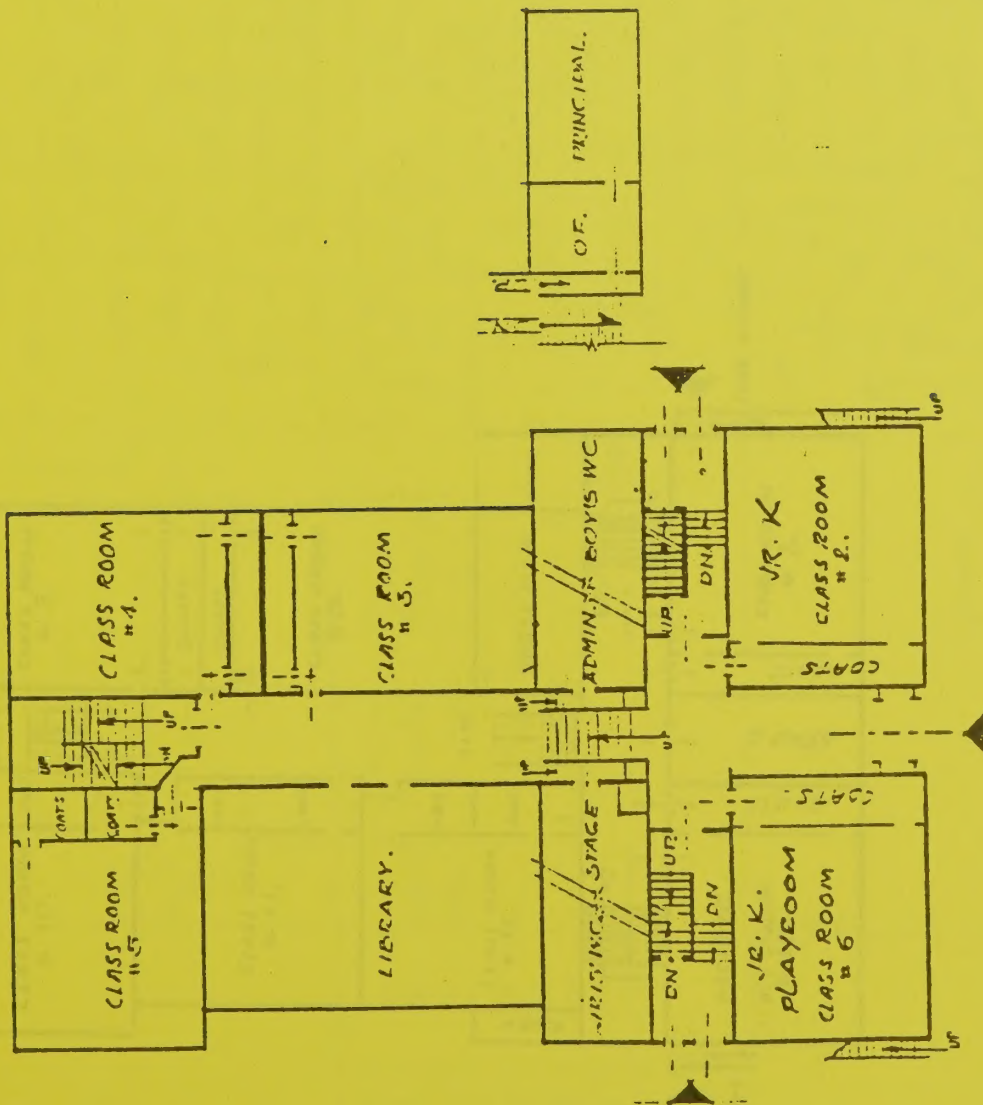
STL. POST.

UPPER WENTWORTH ST.

CITY SIDEWALK



The Board of Education for The City of Hamilton			
Scale 1"=30"	Title INVERNESS	Sht. No. 1 of 3	Det. No. 66, 210
Date 2/3/73	Area INVERNESS		



The Board of Education
The City of Hamilton

Scale
1"=30'

Title
INVERNESS P.S.

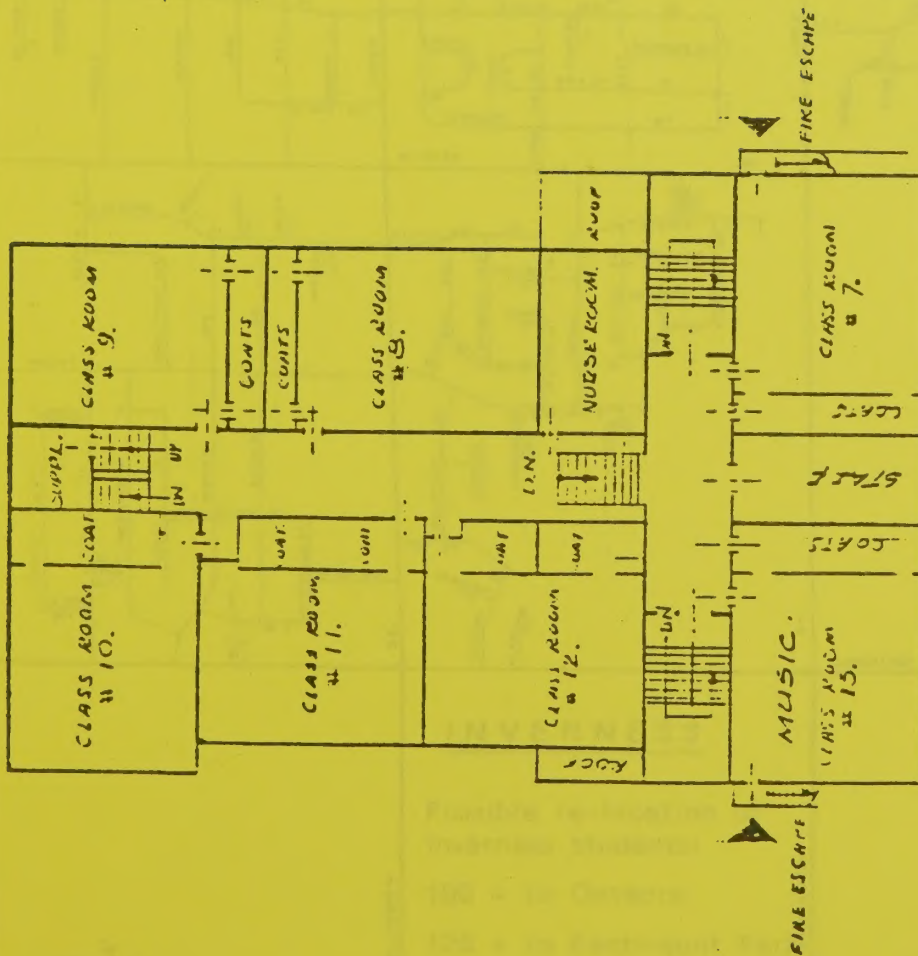
Sht.
No. 2 of 3

Date
2/13/73

Area

GROUND FLOOR

Det.
No. GC-210



The Board of Education for The City of Hamilton			
Scale 1"=30'	Title INVERNESS P.S.	Sht. No. 3 of 3	
Date 2/3/73	Area SECOND FLOOR	Det. No. GC 2/0	



INVERNESS

Possible re-location of
Inverness students:

100 + to Onteora

125 + to Eastmount Park

ONTEORA

- . first building dates from 1923
- . new building erected 1961
- . located on a 2.45 acre site
- . corner of Upper Wellington and Fennell

- . cost of proposed renovations is dependent upon which plan is considered
 - . plan A - \$180,000
 - . plan B - \$540,000
- see appended report

- . implications re: attendance pattern (see accompanying maps)

"ALTERNATIVE A"

1986 02 27.

ONTEORA SCHOOLPROPOSED RENOVATIONS1. Site: 2.45 acres2. Building:

Old Onteora	1923	-	8,850 sq.ft.
New Onteora	1961	-	<u>18,300 sq.ft.</u>
Total Floor area			27,150 sq.ft.

Construction:(a) Old Onteora:

Basement walls (exterior)	-	stone
Exterior walls (above grade)	-	solid masonry
Interior walls	-	wood studs
Floors and roof	-	wood joists

(b) New Onteora:

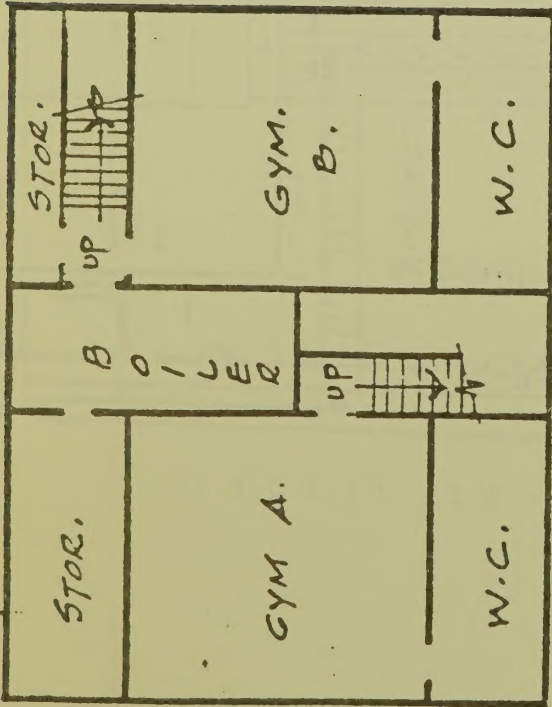
Basement walls (ext)	-	concrete
Exterior walls (above grade)	-	brick and concrete block
Interior walls	-	concrete block
2nd floor & roof	-	Siporex on laminated wood beams.

3. Facilities

4 classrooms	(old Onteora)
5 classrooms	(new Onteora)
1 library	" "
1 play assembly	" "

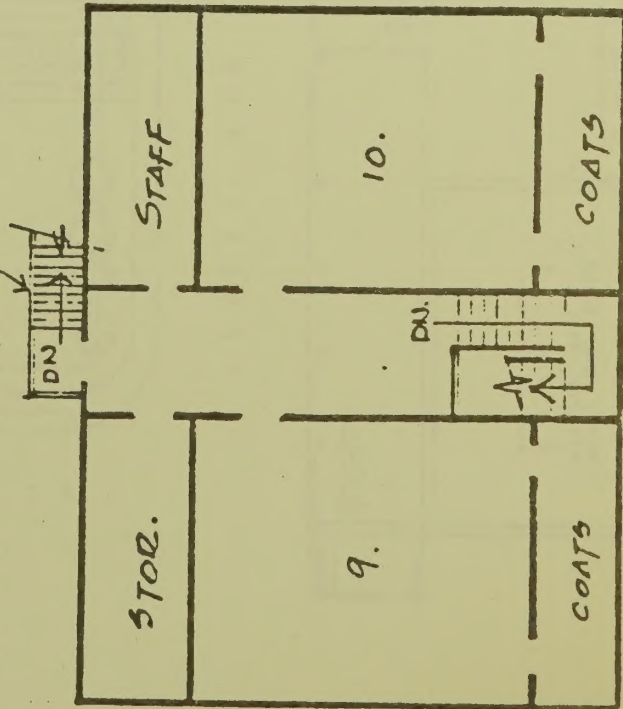
4. Proposed Renovations

(a) Stair enclosures (new building)	\$25,000
(b) Wood windows - replace with alum. hoppers and insulated panels (old building)	20,000
(c) Plaster repairs and painting (both buildings)	25,000
(d) Mechanical and electrical renovations (old building)	40,000
(e) Asphalt paving	40,000
(f) Misc. & contingencies	<u>30,000</u>
	\$180,000

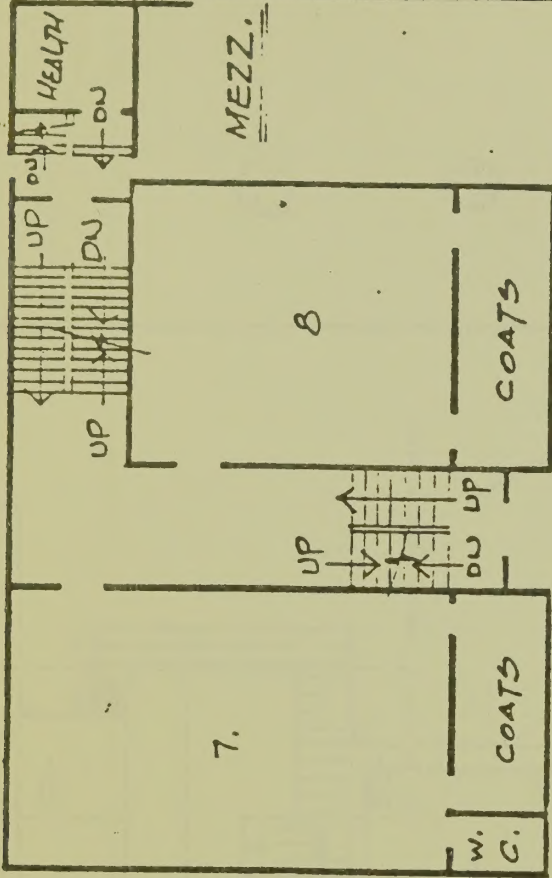


BASEMENT

STEEL FIRE ESCAPE



2ND. FLOOR

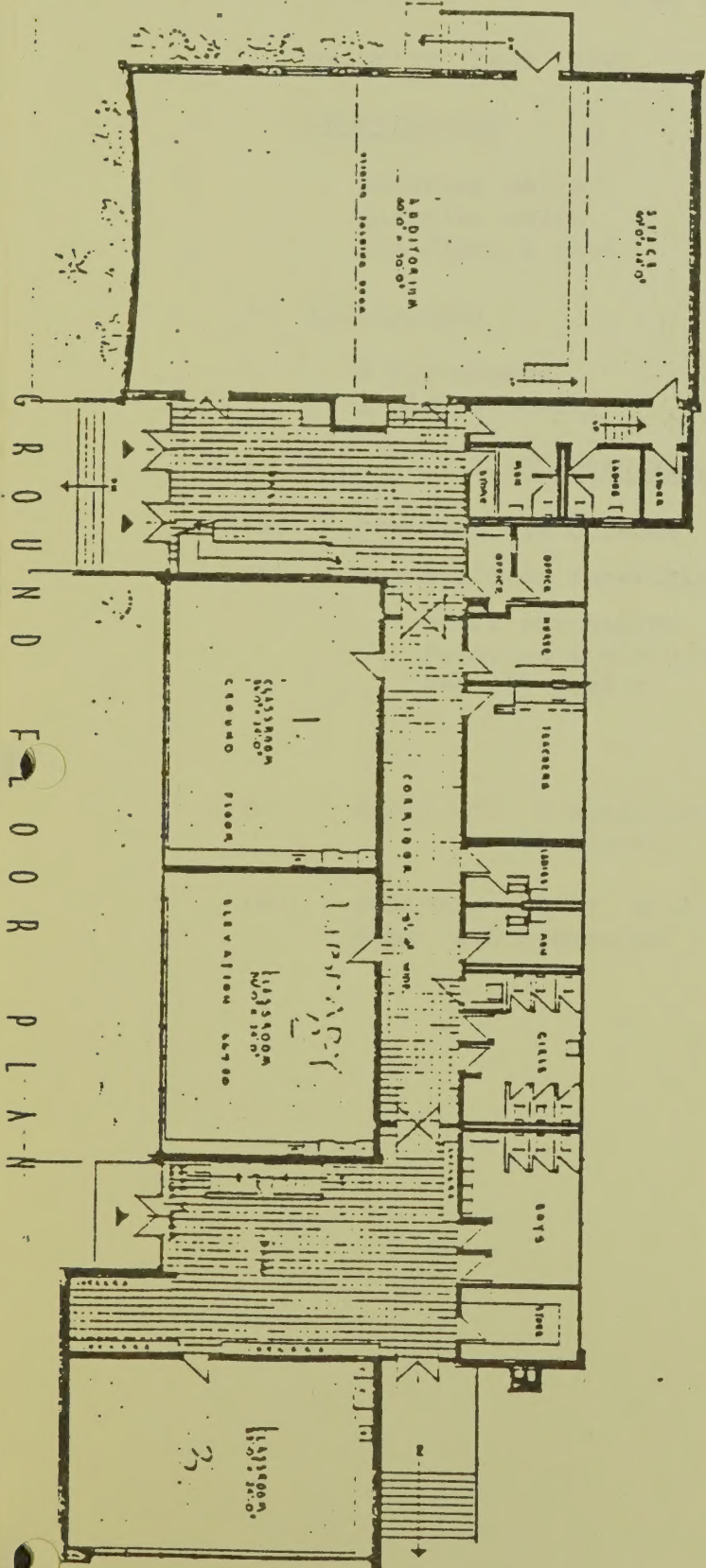
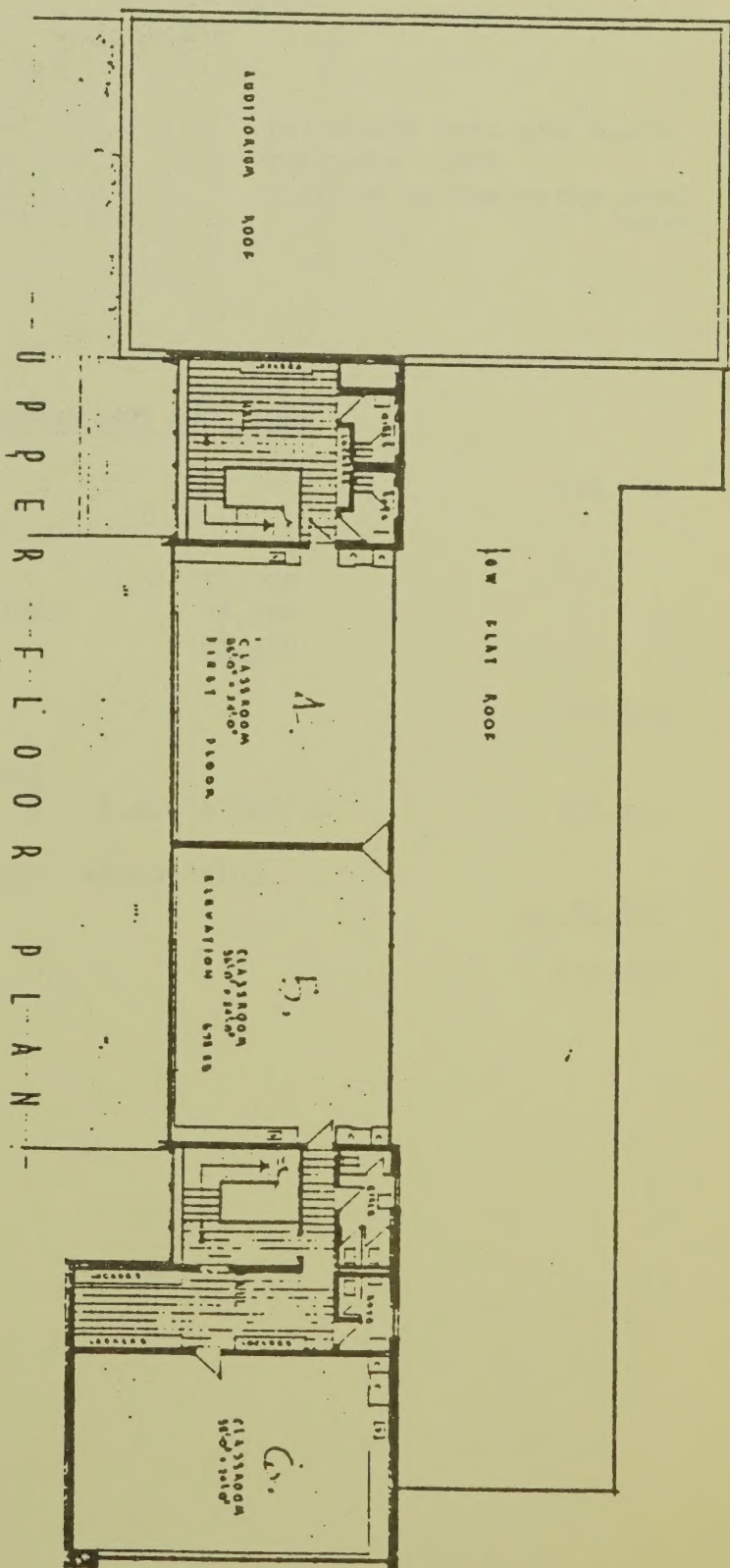


FIRST FLOOR

The Board of Education
for
The City of Hamilton

Scale 1" = 20'-0"	Title ONTARIO	Sht. No. 1001
Date MAY 2/74	Area FLOOR PLAN	Det. No.

WELLINGTON & LENNEL HAMILTON.



"ALTERNATIVE B"ONTEORA SCHOOL

1. Site 2.45 acres
2. Building (new) 1961 18,300 sq.ft.

Construction

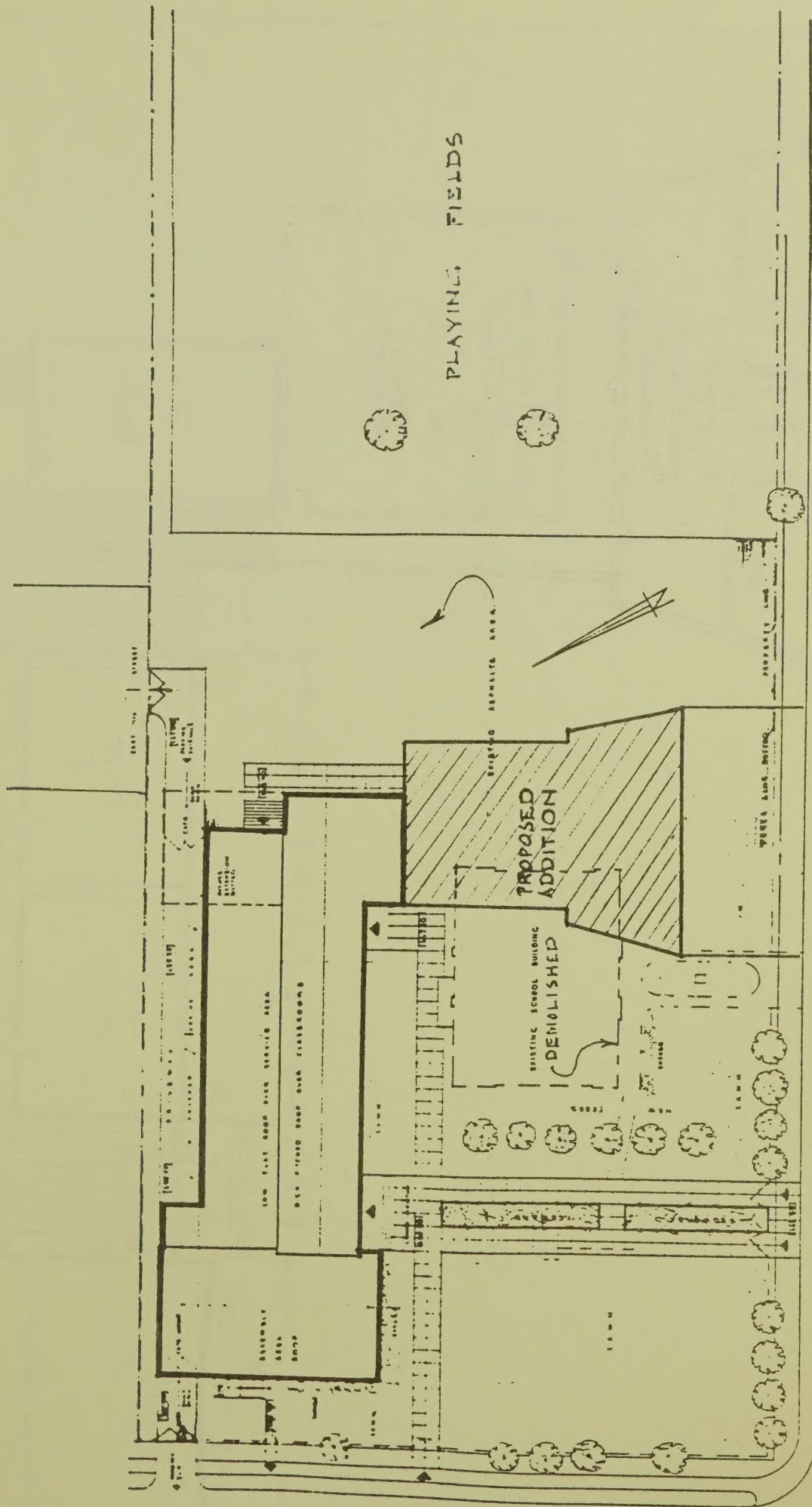
Exterior walls	-	brick and concrete block
Interior walls	-	concrete block
2nd floor & roof	-	Siporex on laminated wood beams

3. Facilities:

6 classrooms
1 play assembly

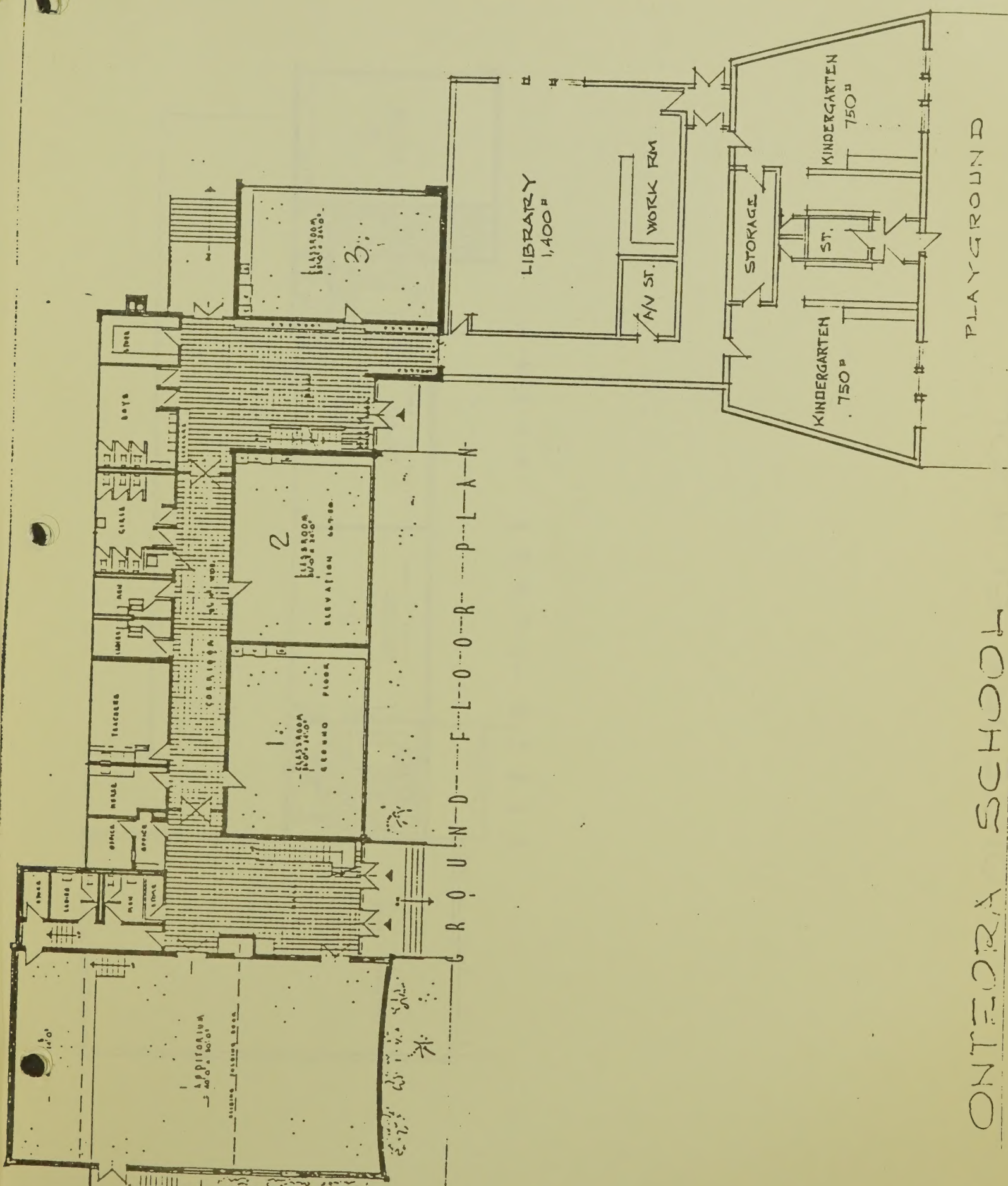
PROPOSED RENOVATIONS AND ADDITIONS

(a)	Demolish old Onteora		\$25,000
(b)	New building renovations -		
	Stair enclosures	15,000	
	Painting & misc. repairs	20,000	
	Asphalt paving	<u>45,000</u>	
			80,000
(c)	Addition: 2 kindergartens } 1 library }	5,800 @ \$65.00	380,000
(d)	Building permit, soil tests, engineering fees, contingencies		<u>55,000</u>
			540,000



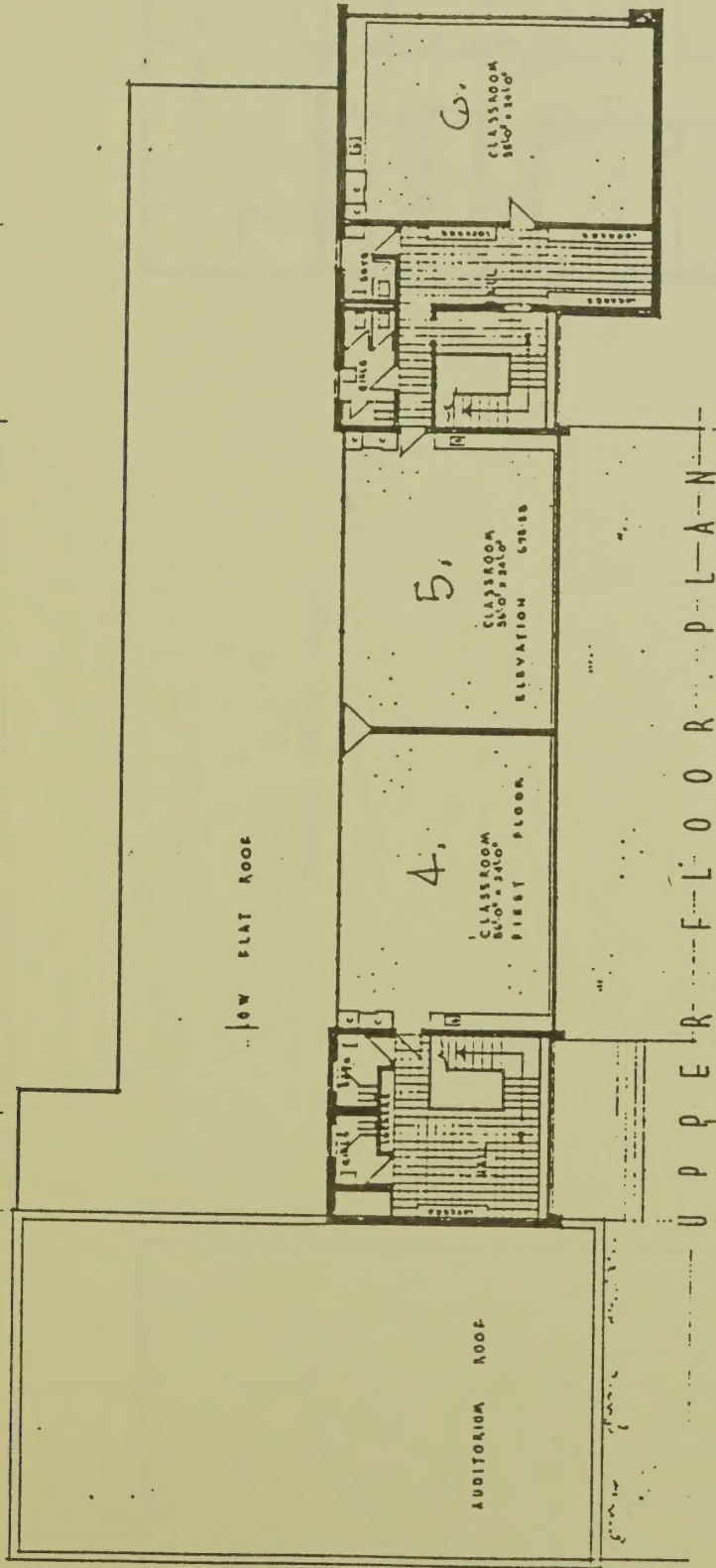
FENNELL AVE P L O T P L A N

ONTEORA SCHOOL

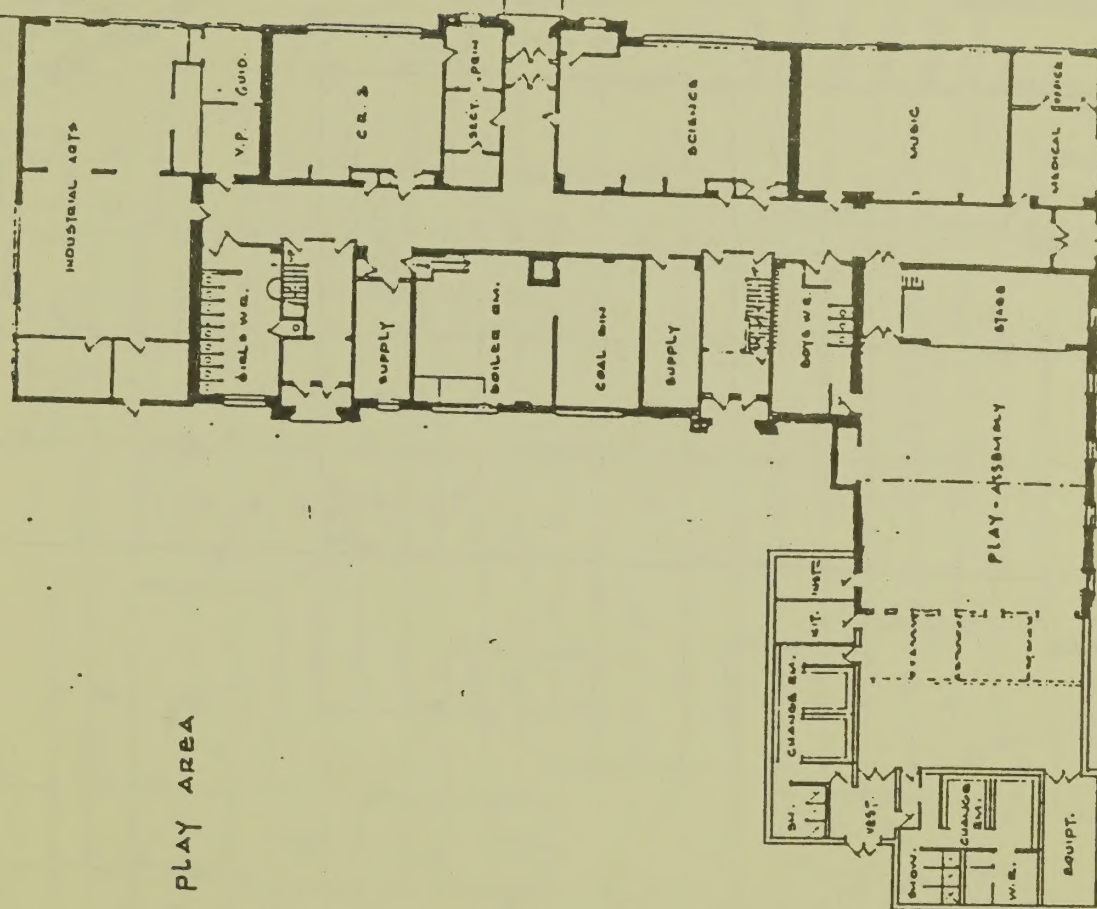


ONTEORA SCHOOL

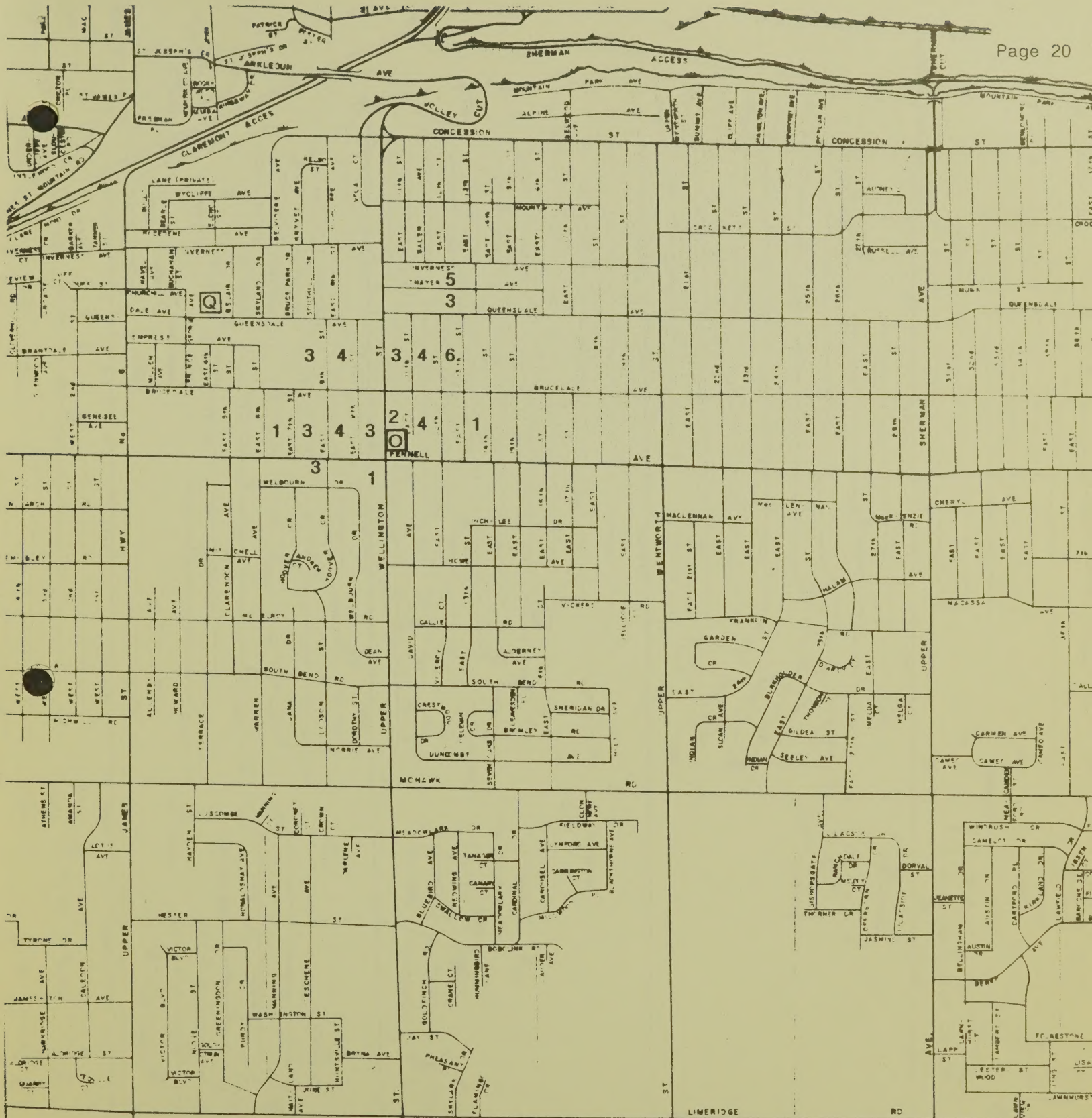
GROUND FLOOR PLAN



ONTEORA SCHOOL



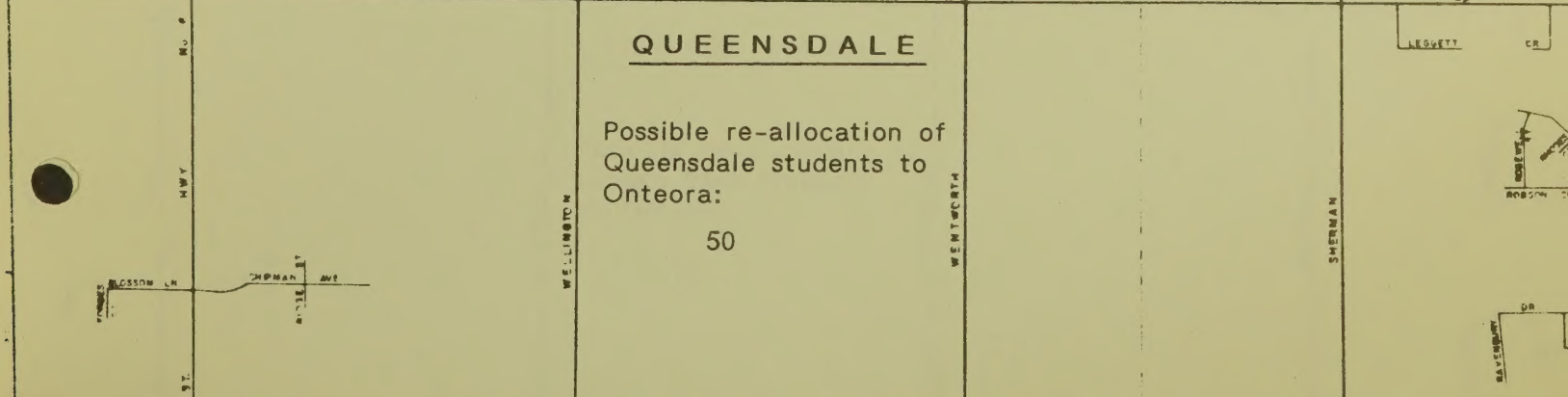
— GROUND FLOOR — PLAN —

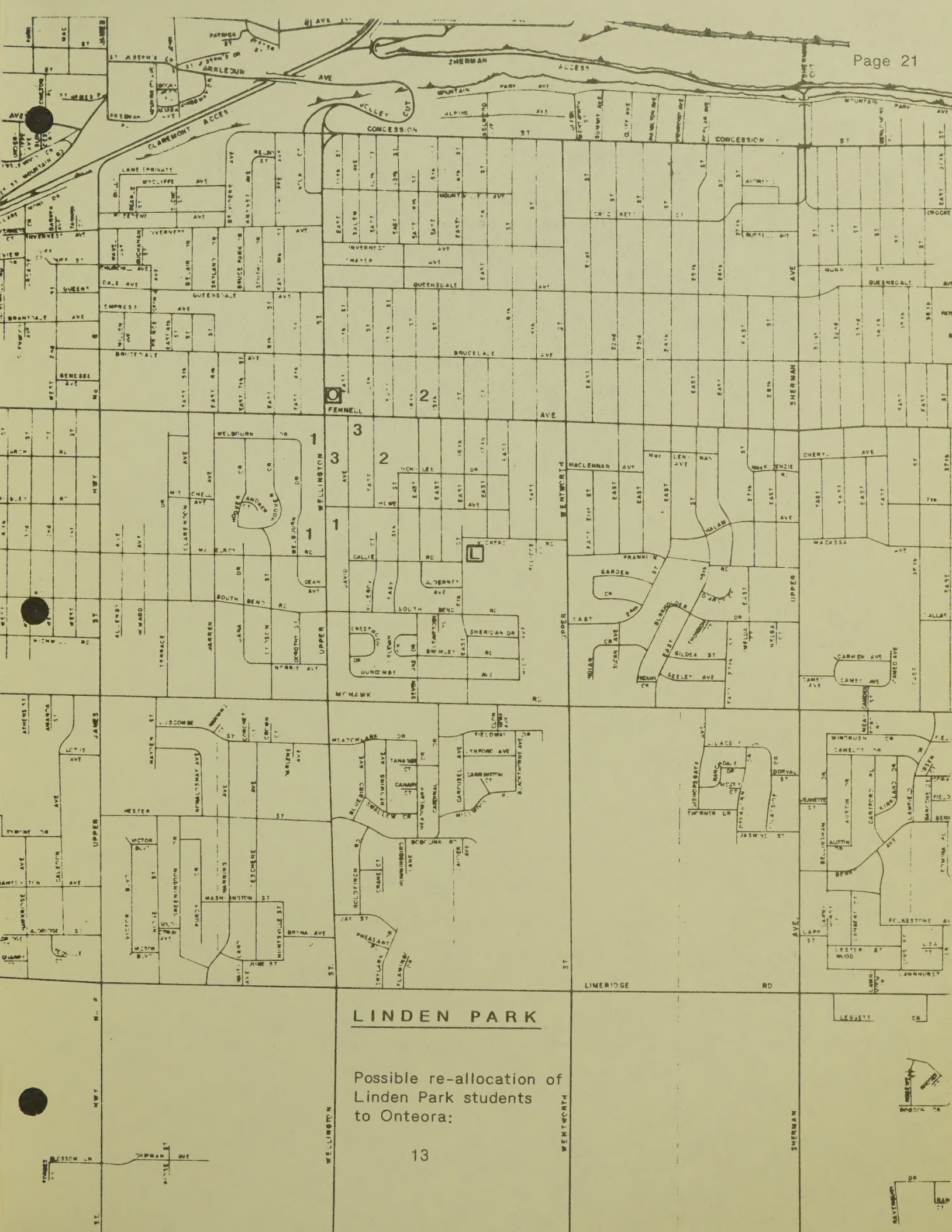


QUEENSDALE

Possible re-allocation of
Queensdale students to
Ontario:

50





LINDEN PARK

Possible re-allocation of
Linden Park students
to Ontario:

G. L. ARMSTRONG

- . built 1930
- . addition in 1952
- . located on a 4.55 acre site
- . corner of Concession and East 19th

- . present physical education facilities are considered less than adequate for middle school students
- . in addition changes are required for the library and art rooms

- . cost of proposed renovations is dependent upon which plan is considered

- . plan A - \$1,420,000
 - . plan B - \$ 370,000
- see appended reports

. enrolment forecast	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>Op.Cap.</u>
	361	374	359	368	377

"ALTERNATIVE A"G. L. ARMSTRONG SCHOOL

1. Site: 4.55 acres

2. Building:

Original building	1930	-	26,253 sq.ft.
Addition	1952	-	<u>13,480 sq.ft.</u>
			39,733 sq.ft.

2. Construction

Exterior walls	-	solid masonry
Interior walls	-	masonry
Floors & roof (orig.bldg.)	-	concrete
Floors & roof (addition)	-	concrete on steel joists

PROPOSED ADDITIONGeneral Conditions:

The proposed addition would become an integral part of G. L. Armstrong School, as a junior wing, without duplication of facilities. There would only be one library, principal's and vice-principal's office and one staff room. However, owing to the small size of the present gymnasium, a second gymnasium will have to be built.

In order to preserve the recreational facilities on the G. L. Armstrong site, it is proposed to use the paved playground of Inverness school for parking. In future, the Inverness school could be demolished.

- 2 -

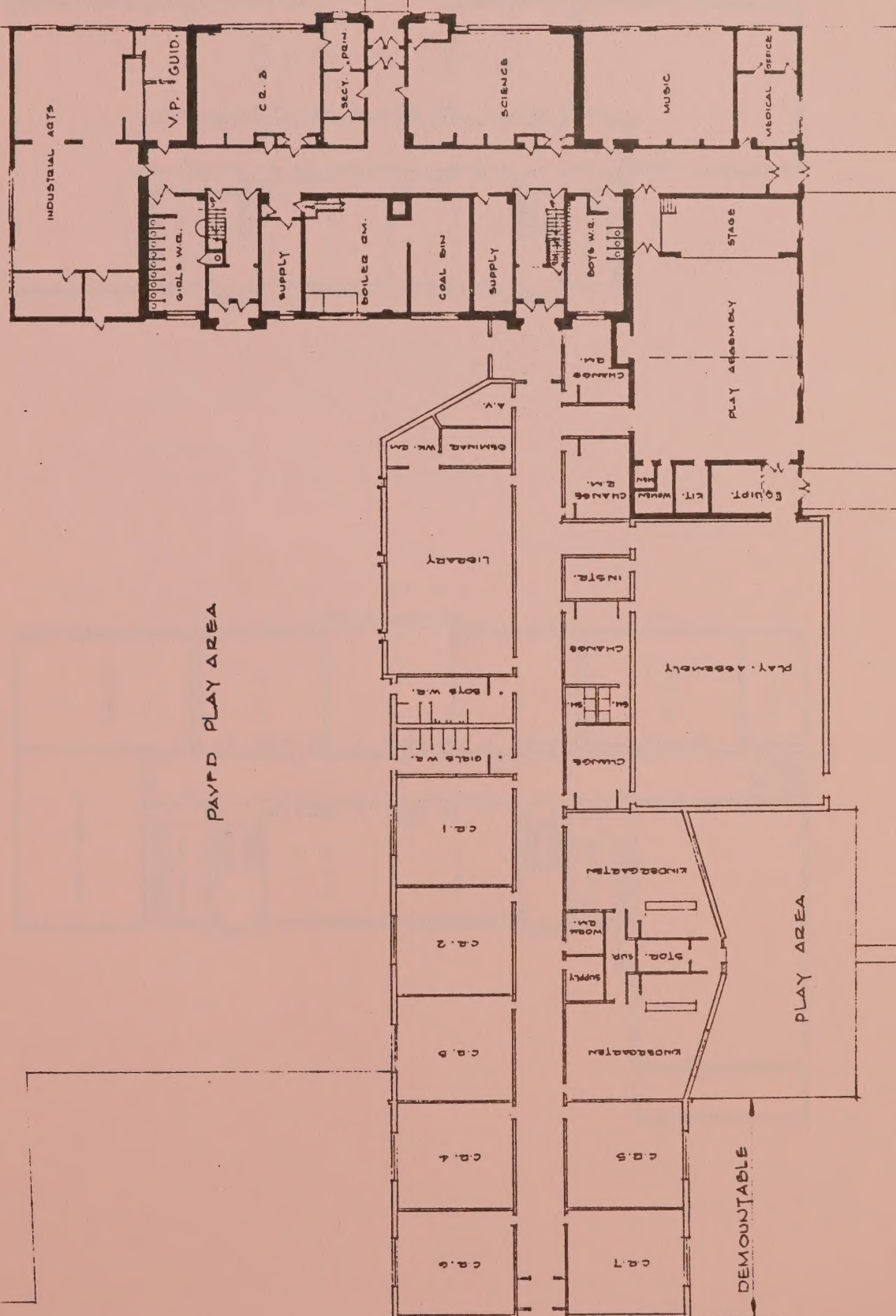
- Addition:
- (a) Gymnasium 2,000 sq. ft. (50' x 40') *2
Boys' Change Room with shower
Girls' Change Room with shower
Instructor
Equipment storage (joint with existing gym equipment room)
 - (b) 2 Kindergartens @ 750 sq.ft. with cloakrooms, washrooms, supply storage and tricycle storage
 - (c) 7 Classrooms @ 700 sq. ft.
 - (d) Library (1,470 sq.ft.)
Workroom, Seminar Rm. (300 sq.ft.)
A/V Storage (120 sq.ft.)
 - (e) Boys' & Girls' Washrooms
 - (f) Supply Room (150 sq.ft.)
 - (g) Teachers' workroom (100 sq.ft.)
 - (h) Boys' and Girls' changerooms for the existing gymnasium.

Existing Building Renovations:

- (a) V.P. office and Guidance Room (formerly L.R.T. Room),
- (b) Staff Room (formerly Library)
- (c) L.R.T. classroom (formerly Staff Room),
- (d) Gym. Equipment Room enlargement

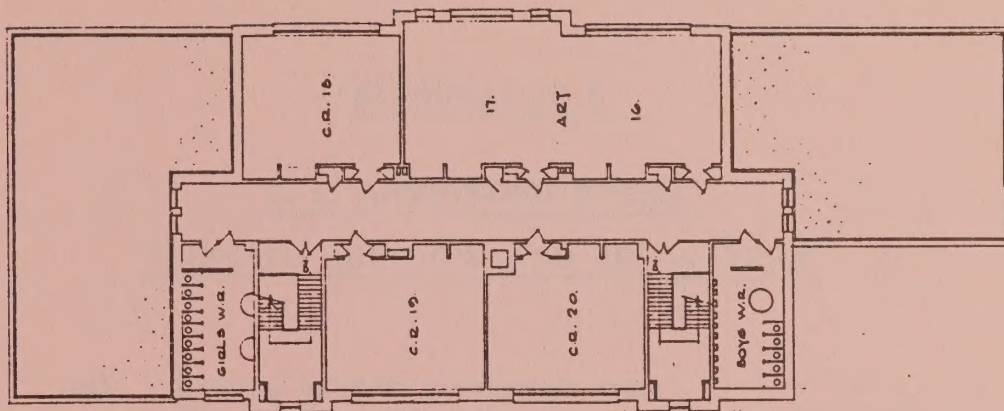
Cost Estimates:

Addition:	18,400 sq.ft. @ \$65.00	\$1,200,000
Renovations:		<u>30,000</u>
		1,230,000
Fees *1		80,000
Building Permit, equipt. & contingencies		<u>50,000</u>
		\$1,360,000
*1 If architectural work done in-house - cost reduction		<u>40,000</u>
		\$1,320,000
*2 Gymnasium 3,150 sq.ft. (70' x 45')		<u>100,000</u>
		\$1,420,000

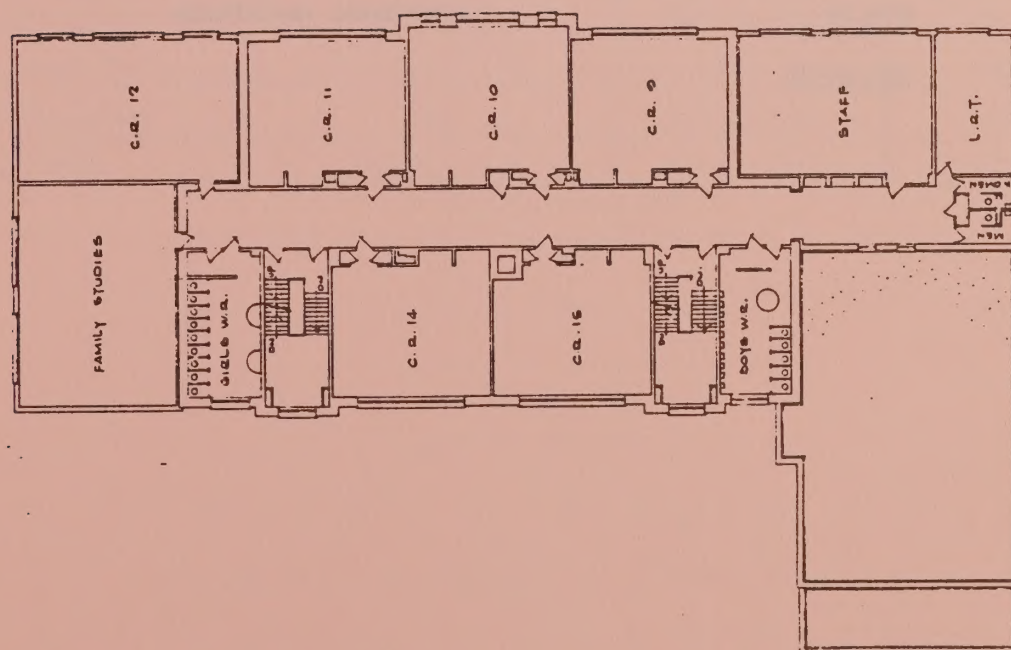


THE SCHEDE

GROUND FLOOR PLAN



— THIRD FLOOR PLAN —



— SECOND FLOOR PLAN —

"ALTERNATIVE B"G. L. ARMSTRONG SCHOOLPROPOSED ADDITIONS AND RENOVATIONS

(a)	Enlarge existing gymnasium from 50' x 40' to 80' x 40'	\$150,000
	Add change rooms, showers, washrooms, equipment storage, instructor's room, etc.	140,000
(b)	Building permit, soil tests, engineering fees, contingencies	<u>40,000</u>
		\$330,000
(c)	Library renovations and one additional classroom	<u>40,000</u>
		\$370,000

SUMMARY

- . Inverness and the old building at Onteora are not considered as appropriate places to make extensive renovations or additions.
- . The combined cost for the closure of Inverness to Onteora and the changes at G. L. Armstrong - \$910,000
- . The cost of moving Inverness across the road (300 metres) to G. L. Armstrong and the changes at G. L. Armstrong - \$1,420,000
- . The enrolment changes that would likely be set in motion by the re-opening of Onteora and the closure of Inverness are as follows:

	<u>Possible gain or loss</u>	<u>Anticipated Resulting Enrolment</u>	<u>Operating Capacity</u>
. Eastmount Park	+120 to 130	396 to 406	394
. Linden Park	-13	150	406
. Queensdale	-50	150 to 160	280
. Onteora	-150 to 200	150 to 200	260

(c) That the following teachers be returned from leaves of absence and assigned teaching duties, effective as shown:

Ann Mason, 1985 09 04

Wendy Turnbull, 1985 09 07

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 03 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Elizabeth Beaudoin, 1986 05 14 to 1986 06 27

Wilma Torrens, 1986 01 20 to 1986 02 21

Lindsey Zablocki, 1986 04 01 to 1986 06 27

(b) That the appointment of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Helen Brown, 1986 01 01 to 1986 05 30 (.5)

Kathryn Evans, 1986 01 09 to 1986 03 05 (.5)

Margaret Fleet, 1985 09 17 to 1986 04 11

Dale Judd, 1986 01 27 to 1986 03 27

Tina Kovacs, 1986 01 01 to 1986 06 27

Sheila Mowbray, 1986 02 24 to 1986 06 27

Pamela Swietek, 1985 10 09 to 1986 06 27

Sharon Watson, 1985 11 21 to 1986 06 27 (.5)

(c) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Anne Luxon, 1986 04 04

Nancy Turnbull, 1986 04 07

(d) That the Maternal Leave of Absence granted to Beverly Kurey at the March Meeting be changed to become effective 1986 04 01 to 1986 07 28.

(e) That the request of Carol Pyke for a Maternal Leave of Absence, effective 1986 05 05 to 1986 08 29, be granted in accordance with conditions governing Maternal Leave.

(f) That the request of Patricia Baulcomb for a Maternal Leave of Absence, effective 1986 04 28 to 1986 08 22, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1988 08 31.

(g) That the requests of the following teachers for Parental Leaves of Absence, effective as shown, be granted:

Linda Charko, 1986 05 05 to 1986 05 30

Lyn DeJong, 1986 05 05 to 1987 08 31

Janice Park, 1986 05 19 to 1986 08 31

(h) That the requests of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Mary Anne Ewer, 1986 09 01 to 1987 08 31

Shelley Freeman, 1986 09 01 to 1987 08 31

Marjory Ingrassia, 1986 09 01 to 1987 08 31

Connie McKnight, 1986 09 01 to 1987 08 31

(i) That the resignations of the following principals, who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Thomas J. Buttle

James A. N. Dowall

James H. Hewitt

(j) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Alice Ainsworth

Marjorie Klein

G. Helen Lawrence

Eileen J. Pearson

(k) That the resignations of the following teachers, effective 1986 08 31, be accepted with regret:

Patricia Fretwell

Elizabeth J. Huntting

Patricia Jefkins-Smith

(l) That the timetable of B. Kathleen Hann be increased from .5 to 1.0, effective 1986 04 28.

(m) That the following trips be approved:

(i) Centennial, Grades 4, 5, Special Education, Outdoor Education, Valens Conservation Area, 1986 06 11-13 (Wednesday to Friday)

(ii) Elizabeth Bagshaw, Grades 7-8, Ottawa, 1986 04 21-23 (Monday to Wednesday)

(iii) Elizabeth Bagshaw, Grade 8, Outdoor Education, Camp Wanakita, Haliburton, 1986 06 11-14 (Wednesday to Saturday)

(iv) Vincent Massey, T.R. students, Valens Conservation Area, 1986 06 02-03 (Monday to Tuesday)

(v) Vincent Massey T. R. students, Valens Conservation Area, 1986 06 05-06 (Thursday to Friday)

Superintendent of Curriculum & Special Services

(a) That two teachers attend the "Ontario Association for Mathematics Education Conference", as participants, to be held at London, Friday, 1986 05 09 to Sunday, 1986 05 11 and that expenses be paid according to board policy.

(b) That one teacher attend the "What Futures Are We Creating for Our Children Conference" to be held at Toronto, Thursday, 1986 04 17 to Friday, 1986 04 18 and that \$145.00 be paid towards registration and expenses.

(c) That one Junior Consultant, one Primary Consultant and four teachers attend "The 2nd R conference - All About Writing" to be held at London and that \$175.00 each be paid towards registration and expenses.

(d) That four kindergarten teachers be permitted to attend the "Fifth Annual Ontario Seminar on the Critical R: Relationship" to be held at Toronto, Friday, 1986 04 11.

(e) That one Primary Consultant and two teachers attend the "Canadian Association for Young Children Conference" to be held at Toronto, Friday, 1986 04 11 and that \$80.00 each be paid towards registration and expenses.

(f) That one teacher attend the "Choirs in Contact Conference" to be held at Ottawa, Friday, 1986 06 13, at no expense to the Board.

(g) That three teachers attend the "Curriculum '86 Conference" to be held at Collingwood, Ontario, Thursday, 1986 05 08 (evening) to Saturday, 1986 05 10 and that registration and expenses be paid according to board policy.

(h) That the action of the Superintendent of Curriculum & Special Services in permitting one principal to attend the "O.P.S.T.F. Leadership Academy" held at London, Ontario, Saturday, 1986 02 22 to Wednesday, 1986 02 26 and that the registration fee of \$350.00 be paid, be approved. (Staff Development

(i) That one teacher attend the Phoenix Seminar "Peak Performance Training" to be held at Burlington, Saturday, 1986 04 19 to Sunday, 1986 04 20 and that \$145.00 be paid towards registration and expenses (Staff Development).

(j) That up to six teachers attend the "Ontario Industrial Arts Teachers Association Conference '86" to be held at Alliston, Friday, 1986 05 09 to Sunday, 1986 05 11 and that \$200.00 each be paid towards registration.

(k) That 5 teachers attend the "Niagara Region English Conference, What's New" to be held at St. Catharines, Friday, 1986 04 18 and that \$40.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That three teachers attend the 1986 Special Education Conference to be held in Toronto on Thursday, 1986 05 08 and Friday, 1986 05 09, and that each receive \$160 towards the cost of registration and expenses.

(b) That one teacher attend the Ontario Association for Teachers of the Mentally Retarded Twenty-Ninth Annual Conference to be held in London, Ontario, on Friday, 1986 04 25 and Saturday, 1986 04 26 and that expenses be paid according to policy.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CURRICULUM AND SPECIAL SERVICES

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

ELEMENTARY SCHOOLS

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum and
Special Services

Approved by:

A. J. Krever
Director of Education

WO 4/86

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

- 1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".
- 2 - PROVISION "2C" OF THE REGULATIONS
E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS
- 3 - SUPPLEMENTARY MATERIALS
DRILL BOOKS, LAB-MANUALS, KITS, READERS,
WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/
MATERIALS
- 5 - NO TEXT IS CURRENTLY BEING LISTED IN
CIRCULAR 14 OR THE ONES LISTED ARE NOT
SUITABLE TO THE OBJECTIVES OF THE COURSE/
PROGRAM.
- 6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE
BOOKSTORE OF ONE OF OUR COMPOSITE
SECONDARY SCHOOLS
- 8 - CLASS-SET (NODRIC) APPROVAL ONLY
- 9 - REFERENCE-BOOK APPROVAL ONLY
- T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE
BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

- | | |
|------------------------|--|
| BS - BOOKSTORE | BOOKS WILL BE SOLD BY OUR COMPOSITE
SECONDARY SCHOOLS.
E.G.: AUTHORIZED WORKBOOKS, GRADE
XIII TEXTS, ETC. |
| IA INTERIM
APPROVAL | INTERIM APPROVAL BY THE MINISTRY OF
EDUCATION ONLY |
| LQ LIMITED
QUANTITY | APPROVAL FOR THE PURCHASE OF A LIMITED
QUANTITY ONLY |
| LT LIMITED
TIME | LIMITED TIME APPROVAL BY THE MINISTRY
OF EDUCATION |
| MD MODULE
PROGRAM | APPROVED FOR A COMPOSITE SECONDARY
SCHOOL'S MODULE PROGRAM |
| NT NODRIC TEXTS | APPROVAL WAS GIVEN FOR CLASS-SET(S)
ONLY |
| RE REFERENCE
BOOKS | APPROVAL WAS GIVEN FOR REFERENCE COPIES
ONLY |
| SP SPECIAL
PROGRAM | TO BE USED ONLY WITHIN A SPECIAL
PROGRAM OR APPLICATION |

KT - KIT
PK - PACKAGE
ST - SET

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
060 MATHEMATICS					
IT'S MATHEMATICS -LEVEL 7- -TEXT-	GAGE -60-	16.50	3		97832
MATH 1 -CONSUMABLE-	MCGRAW-HILL RYERSON -60-	8.00	3		00695
MATH 4 -BLACKLINE MASTERS-	MCGRAW-HILL RYERSON -60-	28.00	3		97600
MATH 5 -STUDENT TEXT-	MCGRAW-HILL RYERSON -60-	13.50	1		05991
PROBLEM SOLVING WORKBOOKS -5- -STUDENT WKBK--HEATH-1983	HEATH	5.00	3		04168
065 MUSIC					
EASY STEPS TO THE BAND: BB CLARINET	BODDINGTON MUSIC	4.00	3		06809
EASY STEPS TO THE BAND: BB CORNET	BODDINGTON MUSIC	4.00	3		04192
EASY STEPS TO THE BAND: BB SAXOPHONE	BODDINGTON MUSIC	4.00	3		12690
EASY STEPS TO THE BAND: EB BARISAXOPHONE	BODDINGTON MUSIC	4.00	3		04283
EASY STEPS TO THE BAND: EB SAXOPHONE	BODDINGTON MUSIC	4.00	3		06478
EASY STEPS TO THE BAND: FLUTE	BODDINGTON MUSIC	4.00	3		12070
EASY STEPS TO THE BAND: FRENCH HORN	BODDINGTON MUSIC	4.00	3		04234
EASY STEPS TO THE BAND: PERCUSSION	BODDINGTON MUSIC	4.00	3		08938
EASY STEPS TO THE BAND: TUBA	BODDINGTON MUSIC	4.00	3		06791
FAR FROM THE MADDING CROWD	BANTAM BOOKS	3.00	2		03467
MUSICANADA 7	HOLT, RINEHART	13.50	1		08656
MUSICANADA 8	HOLT, RINEHART	13.50	1		08664
POP SONGBOOK 1, THE	OXFORD	8.50	3		06304
SOLOS FOR SCHOOLS FOR ALTO/TENOR SAXOPHONE	THOMPSON MUSIC	2.00	3		97626
080 SCIENCE					
EARTH SCIENCE WORKSHOP 1: UNDERSTANDG/EARTH'S SURFACE	GLOBE/MODERN	7.00	3		99895

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
027 SOCIAL STUDIES					
UNLOCKING SOCIAL STUDIES SKILLS	GLOBE/MODERN	6.00	3		99796
WORLD OF PEOPLE/WESTERN HEMISPHERE	MCGRAW-HILL RYERSON	13.00	1		08409
WORLD OF PEOPLE: THE GLOBAL VILLAGE	MCGRAW-HILL/RYERSON	11.00	3		08607
030 HISTORY					
CANADA: PAST AND PRESENT -REVISED ED'N-	IRWIN PUBLISHING	6.00	1		11551
UNLOCKING SOCIAL STUDIES SKILLS	GLOBE/MODERN	6.00	3		99796
050 LANGUAGES: CORE PROG					
BONJOUR, MARC	1- AQUILA	2.00	3		05512
LE FRANCAIS EN ACTION - MON NOUVEAU MONDE-ECOUTONS	HEATH	4.00	1		08821
LE FRANCAIS EN ACTION I -MON NOUVEAU MONDE	HEATH	8.00	1		08805
LE FRANCAIS EN ACTION I- TEACHER'S BOOK 1	D. C. HEATH	15.00	1		08797
LE FRANCAIS EN ACTION I- MON NOUVEAU MONDE-CAHIER ACTIV	HEATH	4.00	1		08813
PETIT DICTIONNAIRE BEAUCHEMIN	1- BEAUCHEMIN	5.50	1		06817
057 FRENCH IMMERSION					
COIN LECTURE -2- -2EME- -LIVRET DE L'ELEVE-CHAMPLAIN-	1- CHAMPLAIN	3.00	3		05744
CONTES D'IVOIRE -CAHIER D'ACTIVITES-	1- GUERIN	4.00	3		07518
JE MINITIE AU DICTIONNAIRE AVEC LE CEC JEUNESSE -CEC-	1- CEC	3.50	3		06312
SCIENCE, LA. NIVEAU BLEU	1- ETUDES VIVANTES	18.00	1		08672
SCIENCE, LA. NIVEAU VERT	1- ETUDES VIVANTES	18.00	1		08755
060 MATHEMATICS					
CHECK & DOUBLE CHECK MATH -LEVEL 1- METRIC -SCH/CH-	SCHOLAR'S CHOICE	4.00	3		01644
HOLT MATHEMATICS -5- TEACHER'S EDN	HOLT, RINEHART & WINSTON	32.00	1		08417
HOLTMATH 8	HOLT, RINEHART	15.00	1		98863
IT'S MATHEMATICS -LEVEL 5- -PRACT/ENRICH MASTERS -GAGE	GAGE	27.00	3		98970
IT'S MATHEMATICS -LEVEL 6- -BLACKLINE MASTERS- -GAGE-	GAGE	26.00	3		98582
IT'S MATHEMATICS -LEVEL 6- -PRACT/ENRICH MASTERS -GAGE	GAGE	27.00	3		98988

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
018 ENGLISH STUDIES					
READING AROUND TOWN	-CCP- 1985- COPP CLARK PITMAN	8.00	3		07534
READING IS FOR ME	-IRWIN- IRWIN PUBLISHING	8.00	1		04952
READING REINFORCEMENT SKILLTEXT: CHALLENGE	-MERRILL- MERRILL 2854-X	4.00	3		08441
READING REINFORCEMENT SKILLTEXT: HORIZONS	-MERRILL- MERRILL 285-6-6	4.50	3		08425
READING REINFORCEMENT SKILLTEXT: PARTNERS	-MERRILL- MERRILL 2853-1	4.00	3		08433
READING REINFORCEMENT SKILLTEXT: DISCOVERY	-MERRILL- MERRILL	5.00	3		06767
SPELL WELL 4	-PR-H-1985- PRENTICE-HALL -10-	7.50	1		01107
SPELL WELL 5	-PR-H-1985- PRENTICE-HALL -10-	7.50	1		05835
SUNBURST -POETRY ANTHOLOGY-	-NELSON- NELSON -10-	8.00	3		05892
WORD FINDER, THE	-OXF- 1983- OXFORD -D/T-	5.00	3		05330
WRITE AWAY: 4	-GLOBE-1984 GLOBE/MODERN	7.50	1		12104
YOU, THE BUYER	-GLOBE- GLOBE/MODERN	6.00	3		99614
020 GEOGRAPHY					
AUSTRALIA & NEW ZEALAND	-GINN- GINN	15.00	3		08615
EARTH SCIENCE WORKSHOP 1: UNDERSTANDG/EARTH'S SURFACE	GLOBE/MODERN	7.00	3		99895
GEOGRAPHICAL NOTEBOOK OF AFRICA, A	-HODDER & ST- DOMINIE PRESS	4.50	3		05090
GEOGRAPHICAL NOTEBOOK OF AUSTRALASIA, A	-HODDER & ST- DOMINIE PRESS	4.50	3		05116
GEOGRAPHICAL NOTEBOOK OF SOUTH AMERICA, A	-HODDER & ST- DOMINIE PRESS	4.50	3		05082
GRASSLAND SAFARI	-F/W- FITZHENRY/WHITESIDE	5.00	3		08599
UNLOCKING SOCIAL STUDIES SKILLS	-GLOBE- GLOBE/MODERN	6.00	3		99796
025 GUIDANCE					
MAKING CAREER DECISIONS -BOOK 1-...A STEP AT A TIME-NEL	NELSON	5.50	1		05777
027 SOCIAL STUDIES					
EXPLORING OUR COUNTRY	-DGLS/MCITP DOUGLAS & MCINTYRE	11.00	1		00083
KINGS OF PERU	-F/W-1981- FITZHENRY/WHITESIDE	5.00	3		08532
TURN ON TO CANADA	-DOUG MCIN- DOUGLAS & MCINTYRE	6.00	1		07914

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
SPECTRUM MATH 7 -BLUE-	METHUEN	8.00 ST	3		05595
UNDER THE SEA	HOLT, RINEHART	11.50	3		06353
WEST OF THE MOON	HOLT, RINEHART	3.50	3		02246
WORD FINDER, THE	OXFORD	5.00	3		05330
WORD STUDY CENTRE -1-	HOLT, RINEHART	27.00 KT	3		06577
018 ENGLISH STUDIES					
BETTER READING WORKSHOP -BK 1- RDG SPEED F COMPREHENS'N	GLOBE/MODERN	4.50	3		07310
BETTER READING WORKSHOP -BK 3- MAKING INFERENCES -GLOBE	GLOBE/MODERN	4.50	3		07294
CAREER READING SKILLS -BOOK A-	GLOBE/MODERN	6.00	3		00125
CAREER READING SKILLS -BOOK B-	GLOBE/MODERN	6.00	3		00364
CAREER READING SKILLS -BOOK C-	GLOBE/MODERN	6.00	3		00414
CHALLENGE LITERATURE UNIT	SCHOLASTIC	155.00 KT	3		04135
ENGLISH THIS WAY-BOOK 1	COLLIER-MACMILLAN	10.00	3		08391
ENGLISH THIS WAY-BOOK 2	COLLIER-MACMILLAN	10.00	3		08375
ENGLISH THIS WAY-BOOK 3	COLLIER-MACMILLAN	10.00	3		08383
FACTS AND FACTASIES: LANGUAGE SKILLS THROUGH RDG -GLOBE	GLOBE/MODERN	6.50	3		07112
GLOBE MODERN DICTIONARY, THE	GLOBE/MODERN	15.00	1		07435
LGM STRUCTURAL READER: THE FLYING SPY - STAGE 1 -AP	ACADEMIC PRESS	10.00	3		08342
LGM STRUCTURAL READER: APRIL FOOL'S DAY- STAGE 2 -AP-	ACADEMIC PRESS	10.00	3		08359
MEXICO EMERGES	FITZHENRY/WHITESIDE	5.00	3		08508
MODERN READING SKILL TEXT -BOOK 1-	MERRILL	5.50	3		05603
MODERN READING SKILL TEXT BK.2	MERRILL	5.50	3		04432
MODERN READING SKILL TEXT BK.3	MERRILL	5.50	3		04515
MYTHS AND FOLK TALES AROUND THE WORLD	GLOBE/MODERN	9.00	3		88872
RDG ROAD TO WRITING -BK 5- WORDS OFTEN CONFUSED -GLOBE	GLOBE/MODERN	4.50	3		07351
RDG ROAD TO WRITING -BK 6- MECHANICS OF WRITING -GLOBE	GLOBE/MODERN	4.50	3		07336

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
ART WE SEE: A SIMPLIFIED INTRO TO THE VISUAL ARTS	GUIDANCE CENTRE	12.00	1	RE	92361
ART: YOUR VISUAL ENVIRONMENT	FITZHENRY & WHITESIDE	19.00	1	RE	92437
DRAWING: IDEAS, MATERIALS & TECHNIQUE	FITZHENRY & WHITESIDE	15.00	1		92353
EXPLORING VISUAL DESIGN	FITZHENRY & WHITESIDE	17.00	1		92346
PAINTING: IDEAS, MATERIALS, PROCESSES	FITZHENRY & WHITESIDE	15.00	1	RE	92338
002 BUSINESS STUDIES					
OLGA DA POLGA -SET A-	ACADEMIC PRESS	6.50 ST	3		51813
OLGA DA POLGA -SET B- (4 TITLES)	ACADEMIC PRESS	6.50 ST	3		51821
005 PRIMARY EDUCATION					
ANIMAL RHYMES	METHUEN	15.00	3		04093
DENT'S PRIMARY DICTIONARY-LEVEL 1	DENT	10.00	3		08631
DENTS PRIMARY DICTIONARY-LEVEL 2	DENT	10.00	3		08623
EAST OF THE SUN	HOLT, RINEHART	3.50	3		04390
FIRST WORDS	METHUEN	8.00	3		04077
GET READY BOOKS -SET A-	GINN	14.00 ST	3		04051
LGM STRUCTURAL READER: THE FLYING SPY - STAGE 1 -AP	ACADEMIC PRESS	10.00	3		08342
LGM STRUCTURAL READER: APRIL FOOL'S DAY- STAGE 2 -AP-	ACADEMIC PRESS	10.00	3		08359
LISTENING TAPES -2- -IMPRESSIONS-	HOLT, RINEHART	53.50 KT	3		06999
LOOK IT UP -101 DICTIONARY ACTIVITIES...	COPP CLARK PITMAN	7.50	3		12633
MY OWN BOOK FOR LISTENING AND READING (1A)	SCIENCE RESEARCH	30.00 PK	3		04127
NEW TIME FOR PHONICS, A -BOOK A-	MCGRAW-HILL RYERSON	6.50	3		03731
OLGA DA POLGA -SET A-	ACADEMIC PRESS	6.50 ST	3		51813
OUT AND ABOUT, BOOK 2	MCGRAW-HILL RYERSON	7.50	1		08649
OVER THE MOUNTAIN	HOLT, RINEHART	11.50	3		06932
PRIMARY PHONICS -3- -WORKBOOK- 561-	EDUCATOR'S PUBLISHING-US-	3.50	3		06916
READ-TOGETHER BOOKS -SET 3- (8 TITLES)	GINN	24.50 ST	3		04119

REPORT OF THE
TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Canon J. Rogers (Chairman);
Trustees Deans and Van Horne;
Mrs. Jensen; Dr. Morris.

Also
Present: Trustee J. Ruddle.

Officials
Present: Mr. P. Beveridge (Associate Superintendent of Curriculum and
Special Services),
Miss T. Myatt (Administrative Assistant to the Director),
Mr. E. Hipkiss (Consultant, Special Education),
Mr. D. Kelterborn (Administrative Officer, Business Services).

The Committee recommends:

PART II

(a) That the report of the Ad Hoc Program Advisory Committee of the
Trainable Retarded Children's Advisory Committee be accepted (see attached).

Respectfully submitted,

Canon J. Rogers,
Chairman.

Committee Room,
1986 03 17.

REPORT OF THE AD HOC PROGRAM ADVISORY COMMITTEE
OF THE TRAINABLE RETARDED ADVISORY COMMITTEE

GOALS
CURRICULUM
AND
LEARNING
ENVIRONMENTS

L. Armour
M. Baskin
A. Bilney/Dr. Light
J. Bishop
R. Jensen
W. McLaren
T. Myatt

REPORT OF THE AD HOC PROGRAM ADVISORY COMMITTEE OF THE TRAINABLE RETARDED ADVISORY COMMITTEE

Introduction:

The Ad Hoc Program Advisory Committee was established in 1984 11 26 by a motion of the Trainable Retarded Advisory Committee. The mandate given was to review and advise to the Trainable Retarded Advisory Committee relative to the goals, the curriculum and the learning environment of the Trainable Retarded program.

Committee members included:

- . Linda Armour, Community Representative, Chedoke-McMaster Hospitals,
- . Marjorie Baskin, Trustee,
- . Al Bilney and subsequently Martha Light, Representatives, Regional Office of the Ministry of Education,
- . Judith Bishop, Community Representative, Hamilton Council of Home and School Associations,
- . Rhoda Jensen, Community Representative, Hamilton and District Associations for the Mentally Retarded,
- . Wanda McLaren, Administrative Staff.

The committee has been meeting since February, 1985.

The review has included:

- . visits to each of the schools for the Trainable Retarded and the satellite classes,
- . a day's visit to the Hamilton-Wentworth Roman Catholic Separate School Board's Trainable Retarded program,
- . data generated from questionnaires circulated in May, 1985 to parents and teachers of the program,
- . a literature search.

Target Population:

Students in the Trainable Retarded program are not a homogeneous population but represent a wide diversity of strengths and needs. This category includes students who range from moderately retarded to profoundly retarded, verbal to lacking any communication system, age-appropriate motor skills to non-ambulatory, good social skills to behavioural disorders. Many students are multi-handicapped.

Recommendations:

Rather than presenting a description of the existing programs, the committee has chosen to limit its report to the offering of recommendations relative to the areas of investigation (goals, curriculum and learning environments). The committee suggests that the following be given serious consideration.

1. Goals:

It is recommended that:

- 1.1 Education for students in the trainable retarded program reflect the following goals to:
- . meet the diverse needs of the students,
 - . assist students to become as independent and productive as possible,
 - . provide quality programs within stimulating environments,
 - . improve students' self-esteem,
 - . promote their acceptance as individuals in the community.

2. Curriculum:

It is recommended that:

- 2.1 A team approach including parents, principal, teacher, teacher aide and other professional and resource personnel, as appropriate, be used in the designing of Individual Pupil Plans.
- 2.2 Social skills, especially as they relate to independent living, be emphasized.
- 2.3 The daily physical education program recognize and address the weakness of students with specific needs such as the obese, the poorly co-ordinated and the physically handicapped.
- 2.4 A major emphasis be placed on the teaching of communication skills.
- 2.5 Academic programs be based, as much as possible, on the use of concrete materials and on real life experiences.
- 2.6 The program make full use of specialized personnel including Board of Education consultants, counsellors, speech pathologists and the consultative services of physiotherapists, occupational therapists, nutritionist, speech pathologists as provided under Home Care agreements, and other community resources.
- 2.7 Continuity of programing from division to division be ensured.

3. Learning Environments:

It is recommended that:

- | | |
|------|---|
| 3.1 | All programs, regardless of the setting, recognize the importance of community-based learning. |
| 3.2 | One junior and one senior school for the Trainable Retarded remain open. |
| 3.3 | The schools for the trainable retarded invite reciprocal visits with and use of facilities by, other neighbourhood elementary or secondary school students. |
| 3.4 | The Hamilton Board commit itself to the extension of the present satellite model. |
| 3.5 | The degree of integration within the schools with satellite classes be increased. The satellite class may be used as a homeroom from which students may be integrated for an appropriate portion of the day. |
| 3.6 | In allocating satellite classes to schools, consideration be given to the schools and community capacity to provide stability of accommodation, the facilities, and the experiences necessary to meet the curriculum goals. |
| 3.7 | In allocating satellite classes to schools, consideration be given to strategically locating the classes throughout the city so as to minimize transportation and to encourage placement in proximity to the student's home and community. |
| 3.8 | Two satellite classes spanning two age ranges are assigned to an elementary school for the purpose of continuity. |
| 3.9 | Total communication classes be placed in satellite settings so as to provide a verbal environment for language development. |
| 3.10 | <i>Since the role of the principal is vital to the success of the satellite program,</i> principals of satellite classes be: <ul style="list-style-type: none">. committed to providing successful trainable retarded programs,. provided with support in preparing the school for the introduction and continuation of satellite programs, i.e., the preparation of the Principal's Handbook (see Appendix "A"), under the auspices of the Special Education Department, the use of experienced satellite teachers and the evolving D.A.R.T.S. structure, and the opportunity for professional development. |
| 3.11 | <i>Since some parents are currently enrolling retarded children in JK and SK classes and, since JK and SK programs may be an appropriate placement for some of these children,</i> In-service training be provided for JK and SK teachers and teacher aides by primary and special education consultants relative to meeting the needs of exceptional students. |

4. Communication with Parents:

It is recommended that

- 4.1 Parents of students in the trainable retarded program be more involved in the program.
- Suggestions include that:
- . an information sheet be prepared explaining services available for T.R. students,
 - . parents have an opportunity to investigate program options before their child is placed,
 - . evening conferences be considered for parents who are at work, or who have no transportation available during the day,
 - . daily diaries between teachers and parents continue to be used, where appropriate, especially where pupils have limited communication skills,
 - . principals of satellite classes, as one of their strategies for working with the parents of T.R. students, consider holding coffee hours with parents, at least once a year, to discuss program developments,
 - . principals encourage parent-teacher groups.

5. Staffing:

- 5.1 A budgetary allocation be assigned to the hiring of a number of teacher aides during the school year to support settings where additional assistance is deemed necessary by the office of the Associate Superintendent of Special Services.
- 5.2 Two learning resource teachers be assigned with specific responsibilities for the Trainable Retarded students. Their responsibilities will be to provide additional assistance in programing in the special class or in regular class with special needs children. (Appendix "B" - Job Description)
- 5.3 In-service of staff include:
- . Board-sponsored, augmentative and Bliss communication courses for teachers and teacher aides.
 - . orientation, in-service training and P.A. days for all teacher aides.
 - . provision of opportunity to attend appropriate courses, meetings and seminars available in the community through community agencies and colleges, community associations, etc.
 - . monthly co-ordination meetings.

6. Future Review:

It is recommended that:

- 6.1 A further review of the Trainable Retarded program be undertaken by a reconstituted Ad Hoc Committee after a period of consolidation no later January, 1988.

Appendix "A"

PRINCIPAL'S HANDBOOK

The content of the Principal's Handbook would provide practical suggestions concerning:

- . the location of the class within the school,
- . the satellite classes' access to library, gymnasium, other special rooms, and washrooms,
- . strategies to promote understanding and acceptance by school staff and other related personnel (teachers, secretary, lunchroom supervisors, school caretakers, cleaners, bus and taxi drivers),
- . strategies to promote understanding and acceptance by regular and other special education students,
- . satellite program students in lunchrooms, assemblies, extra curricular activities, playgrounds, school trips, graduations,
- . strategies to introduce the satellite class concept to the neighbourhood community,
- . parents of children of satellite classes as parents of the school.

Reference:

See "Preparing School Systems for Longitudinal Integration Efforts", Chapter 6 of Public School Integration of Severely Handicapped Students, ed Nick Certo, Norris Haring, Robert York. Baltimore: Paul H. Brookes

Appendix "B"

Special Education - Learning Resource Teachers/Trainable Retarded (LRT/TR)

TEACHER ROLE DESCRIPTION

Responsible to: Principal
Supervisor of Special Education Department

Duties: The Learning Resource teacher shall:

- . serve the teaching staff of integrated settings in a consultative role in:
 - interpreting the nature of the retardation,
 - suggesting teaching strategies and resources for program adaptations,
 - providing appropriate in-service and support for teachers.
- . monitor and/or teach, on an individual withdrawal basis, retarded students who have been enrolled in JK or SK placements.
- . prepare, implement and review IPP's for students identified as trainable retarded who are in JK or SK placements.
- . assist satellite teachers in programing for students during transition from division to division.
- . serve as a liaison with parents, staff, administrative and other specialized personnel.
- . attend scheduled in-service sessions, meetings, workshops and conferences for professional growth and development.

CA40NHBLW26
A32
1986A G E N D AEDUCATION MANAGEMENT COMMITTEE1986 04 29

APR 28 1986

Confirmation of the minutes of the last meeting.

GENERALNEW BUSINESS:

1. Recommendations of the Director of Education.

PART INEW BUSINESS:

1. Recommendations of the Director of Education.

PART IIBUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Pauline Johnson/Cardinal Heights.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from the Earl Kitchener Home & School Association.
3. Report of the Program Advisory Committee Report - Trainable Retarded Advisory Committee.
4. Report of the Early Primary Education Project.
5. Interim Report - Elementary Alter-Ed.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 04 29

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the Program Leader (Staff Development), attend the conference "Managing Change" to be held at Toronto, Wednesday, 1986 06 04 to Friday, 1986 06 06, and that expenses be paid according to policy.

(b) That an elementary principal attend the National School Public Relations Seminar to be held at Boston, Wednesday, 1986 07 09 to Saturday, 1986 07 12, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Geography attend the "Ontario Association of Geographers and Environmental Educators' Conference" to be held at London, Ontario, Saturday, 1986 05 10 and that \$50 be paid towards registration and expenses.

(b) That the Supervisor of Physical and Health Education attend the "Managing Organizational Change and the Leader's Role in Managing Change Seminars" to be held at Toronto, Wednesday, 1986 06 04, and that \$322 be paid towards registration and expenses.

(c) That the Supervisor and the Consultant of Science attend the "Best of Both Worlds' Conference" to be held at Windsor, Wednesday, 1986 05 28 to Friday, 1986 05 30 and that registration and expenses be paid according to policy.

(d) That one Area Superintendent attend the "Ontario Association of Education Administrative Officials Evaluating Principals' Workshops" to be held at Toronto, Thursday, 1986 05 22 to Friday, 1986 05 23 and that \$230 be paid towards registration and expenses. (Staff Development)

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one Adjustment Counsellor to attend the "Junior Division Conference - The Active Learner" held at Toronto, Wednesday, 1986 04 23 and that the registration of \$30 be paid, be approved.

(f) That the Superintendent of Curriculum and Special Services attend the "Managing the Managers' Conference" to be held at Vancouver, Wednesday, 1986 07 30 to Saturday, 1986 08 02, and that expenses be paid according to policy.

(g) That the Board of Education for the City of Hamilton participate in the Ontario Ministry of Skills Development - Futures Program - "Training Ontario's Youth for Work" at no cost to the Board for the placement of one Office Assistant/Technician in the Computer Studies Department for a maximum of sixteen weeks.

(h) That a grant application in the amount of \$2780.47 to the Ministry of Education Experience '86 Project for a Computer Studies Department Assistant at no cost to the Board be approved.

(i) That one Computer Consultant attend the "Computers in Education Conference" to be held at Toronto, Thursday, 1986 06 12 and that \$90 be paid towards registration and expenses.

(j) That recommendation "(c)" in the April EMC minutes be changed to read: That the Supervisors of Family Studies and Health Education attend the "4 Mat System Administrator Workshop" to be held at Toronto, Wednesday, 1986 05 07 to Friday, 1986 05 09, and that \$450 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one Special Education Consultant and one Psychological Consultant attend the Opportunity Speaks Workshop on Meeting the Needs of the Gifted Teacher to be held at Toronto on Friday, 1986 05 16 and/or Saturday, 1986 05 17, and that an amount not to exceed \$265 be paid towards the cost of registrations and expenses.

(b) That one Adjustment Counsellor attend the Prevention Workshop to be held at Hamilton on Wednesday, 1986 06 04 and Thursday, 1986 06 05 and that the registration fee of \$85 be paid.

(c) That one Teacher-Librarian attend the 16th National Conference on Instructional Technology to be held at Toronto on Sunday, 1986 06 15 and Monday, 1986 06 16, and that \$185 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1. The subject of this report is the "Development of the National Curriculum Framework for School Education". This report is based on the findings of the National Curriculum Framework for School Education, which was developed by the National Curriculum Framework for School Education Committee.

2. The purpose of this report is to provide a comprehensive overview of the National Curriculum Framework for School Education, and to discuss the implications of the framework for school education. The report is organized into four main sections: (a) Introduction, (b) National Curriculum Framework for School Education, (c) Implications for School Education, and (d) Conclusion.

3. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum. It is a framework that provides a guide for the development of the school curriculum, and it is intended to be used by school educators and curriculum developers.

4. The National Curriculum Framework for School Education is based on the following principles: (a) The curriculum should be relevant to the needs of the society, (b) the curriculum should be based on the latest research and findings, (c) the curriculum should be flexible and adaptable to the needs of the students, and (d) the curriculum should be developed in a participatory manner.

5. The National Curriculum Framework for School Education has several implications for school education. It provides a guide for the development of the school curriculum, and it provides a framework for the assessment of the students. It also provides a framework for the development of the school infrastructure, and it provides a framework for the development of the school culture.

6. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum.

7. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum. It is a framework that provides a guide for the development of the school curriculum, and it is intended to be used by school educators and curriculum developers. The framework is based on the following principles: (a) The curriculum should be relevant to the needs of the society, (b) the curriculum should be based on the latest research and findings, (c) the curriculum should be flexible and adaptable to the needs of the students, and (d) the curriculum should be developed in a participatory manner.

8. The National Curriculum Framework for School Education has several implications for school education. It provides a guide for the development of the school curriculum, and it provides a framework for the assessment of the students. It also provides a framework for the development of the school infrastructure, and it provides a framework for the development of the school culture.

9. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum. It is a framework that provides a guide for the development of the school curriculum, and it is intended to be used by school educators and curriculum developers. The framework is based on the following principles: (a) The curriculum should be relevant to the needs of the society, (b) the curriculum should be based on the latest research and findings, (c) the curriculum should be flexible and adaptable to the needs of the students, and (d) the curriculum should be developed in a participatory manner.

10. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum.

11. The National Curriculum Framework for School Education is a document that outlines the goals, objectives, and content of the school curriculum.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 04 21.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Steven Davidge, 1986 03 24 to further notice

Lloyd Reid, 1986 03 07 to 1986 04 25

(b) That the request of Dorothy Borsi for Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves and this Leave be followed by a Leave of Absence for personal reasons, effective 1986 09 01 to 1987 01 30.

(c) That the request of Gerald Price for a Leave of Absence, half time, in order to serve as Vice-President on District 8 OSSTF, effective 1986 09 01 to 1987 08 31, be granted.

(d) That the request of Leys Malpass for a Personal Leave of Absence be granted effective 1986 09 01 to 1987 08 31.

(e) That Kathryn Starodub be returned from a Leave of Absence and assigned teaching duties effective 1986 05 26.

(f) That the resignation of the following teachers who are retiring on superannuation, effective 1986 06 30, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan:

Jean Humphrey

Ross Jones

Miriam Lebow

Isabelle Salisbury

Myra Woods

(g) That Dean Watson be returned to a full-time teaching assignment effective 1986 09 01.

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

- (h) That Liliane Zychowicz be returned from a Leave of Absence and assigned teaching duties effective 1986 09 01.
- (i) That the request of John Rudolph for a Personal Leave of Absence, without pay, from 1986 06 16 to 1986 06 20 inclusive, be granted.
- (h) That the following trips be approved:
- (i) Barton, Grade 9-13, Lewiston, New York, 1986 05 22 - 24.
(Thursday to Saturday)
 - (ii) Delta, Grade 12, Killarney, 1986 05 30 - 1986 06 01.
(Friday to Sunday)
 - (iii) Scott Park and Sir Winston Churchill, Grade 10-11, Outdoor Education, Bark Lake, 1986 05 14 - 16 (Wednesday to Friday)
 - (iv) Westmount, Grades 11-13, Outdoor Education, Algonquin Park, 1986 04 14-17. (Wednesday to Saturday)

Superintendent of Curriculum & Special Services

(a) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary (vocational) teacher to attend the "Canadian Restaurant & Food Services Association - Hostex '86" held at Toronto, Monday, 1986 04 28 to Tuesday, 1986 04 29 and that \$15.00 towards registration and expenses be paid, be approved.

(b) That the action of the Superintendent of Curriculum & Special Services in permitting on secondary (composite) teacher to attend the "Community Corrections Committee - Community Justice: Working Together" held at Hamilton, Tuesday, 1986 04 22 and that \$16.00 towards registration be paid, be approved.

(c) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Secondary School Scheduling Institute Conference" held at Toronto, Thursday, 1986 04 24 and that \$85.00 be paid towards registration and expenses.

(d) That one secondary (composite) teacher attend the "Nutrition Update Conference" to be held at Toronto, Friday, 1986 05 23 and that \$80.00 be paid towards registration and expenses.

(e) That six secondary (composite & vocational) teachers attend the "Ontario Association of Geographers and Environmental Educators Conference" to be held at London, Ontario, Saturday, 1986 05 10 and that \$50.00 each be paid towards registration and expenses.

(f) That one secondary (composite) teacher attend the "Congres des directeurs" to be held at Barrie, Ontario, Wednesday, 1986 05 21 to Friday, 1986 05 23 and that \$210.00 be paid towards registration and expenses.

(g) That one secondary (composite) teacher attend the "Congres des enseignants - bibliotheraïnes franco-ontariens - CEBFO" to be held at Ottawa, Thursday, 1986 05 22 to Saturday, 1986 05 24 and that registration and expenses be paid according to policy.

(h) That one secondary (composite) teacher attend the "York University Sports Seminars: Hockey" to be held at Toronto, Friday, 1986 06 13 to Sunday, 1986 06 15 and that \$160.00 be paid towards registration.

(i) That one secondary (composite) principal attend the "Ontario Association of Education Administrative Officials Evaluating Principals Workshops" to be held at Toronto, Thursday, 1986 05 22 to Friday, 1986 05 23 and that \$230.00 each be paid towards registration and expenses. (Staff Development)

(j) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary (composite) teacher to attend the "University of Waterloo Warrior All Star Football Clinic, held at Waterloo, Friday, 1986 04 04 to Saturday, 1986 04 05 and that the registration fee of \$50.00 be paid, be approved.

(k) That a grant application in the amount of \$11,168.28 to the Ministry of Education Experience '86 Project to employ 15 students for 33 days as Summer School Monitors in English and Mathematics at a cost of \$460.44 to the Board, be approved.

Associate Superintendent of Curriculum and Special Services

(a) That one special education teacher attend the conference on Attention Deficit Disorders in Children to be held in Toronto on Friday, 1986 05 16 and Saturday, 1986 05 17 and that \$205 be paid towards the cost of registration and expenses.

(b) That one secondary school teacher attend the Opportunity Speaks Workshop on Meeting the Needs of the Gifted Teacher to be held in Toronto on Saturday, 1986 06 16 and that \$80 be paid towards the cost of registration and expenses.

(c) That two secondary school principals attend the Opportunity Speaks Workshop on Meeting the Needs of the Gifted Teacher to be held in Toronto on Friday, 1986 06 15 and Saturday, 1986 05 16 and that \$175 each be paid towards the cost of registration and expenses.

1. The first section of the report deals with the general situation of the country and the results of the survey. It is divided into two parts: a description of the country and a description of the survey. The first part describes the country in general, its location, its climate, its population, and its resources. The second part describes the survey, its purpose, its scope, and its results.

2. The second section of the report deals with the results of the survey. It is divided into two parts: a description of the results of the survey and a description of the conclusions drawn from the survey. The first part describes the results of the survey in general, and the second part describes the conclusions drawn from the survey.

3. The third section of the report deals with the conclusions drawn from the survey. It is divided into two parts: a description of the conclusions drawn from the survey and a description of the recommendations made. The first part describes the conclusions drawn from the survey, and the second part describes the recommendations made.

General Situation of the Country and the Results of the Survey

1. The first section of the report deals with the general situation of the country and the results of the survey. It is divided into two parts: a description of the country and a description of the survey. The first part describes the country in general, its location, its climate, its population, and its resources. The second part describes the survey, its purpose, its scope, and its results.

2. The second section of the report deals with the results of the survey. It is divided into two parts: a description of the results of the survey and a description of the conclusions drawn from the survey. The first part describes the results of the survey in general, and the second part describes the conclusions drawn from the survey.

3. The third section of the report deals with the conclusions drawn from the survey. It is divided into two parts: a description of the conclusions drawn from the survey and a description of the recommendations made. The first part describes the conclusions drawn from the survey, and the second part describes the recommendations made.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1986 04 21

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

RE: Pauline Johnson/Cardinal Heights French Immersion

The submission made by the parents from the Pauline Johnson/Cardinal Heights French Immersion area contains five basic concerns.

- These are: (i) stability of location
(ii) problems of adjustment by students
(iii) concerns about an additional site
(iv) transportation/safety concerns
(v) parent preferences re: French Immersion.

As regards (i) stability, it seems reasonable for the parents to request a permanent location for the French Immersion program. This, however, cannot be promised. Programs are moved each year as conditions change. The parents wishes in this respect could be met if three portables were placed on site at Pauline Johnson/Cardinal Heights immediately, and at the earliest opportunity, in 1987 or 1988 the whole French Immersion program were moved to Norwood Park.

With respect to (ii) the problems of student adjustment it seems reasonable that children would take longer to adjust to school where their school experience is entirely in a new language. Consequently, they see a move to Linden Park as further complicating the students' adjustment to school. Certainly we cannot refute their premise with hard facts or evidence. In any event, it is an opinion strongly held by parents of the Pauline Johnson/Cardinal Heights French Immersion students.

Concerning an additional site (iii) at Linden Park, the parents oppose the move to Linden Park for the reasons outlined in (i) and (ii). They are also concerned with the fact that Linden Park has a part-time principal. The recommendation from administration is that if Linden Park were to be used, a full-time principal of the school would need to be appointed.

When movement of young children is contemplated (iv), (involving crossing busy streets, increased distance and moving from the familiar to the unfamiliar), parents are justifiably concerned. This situation has occurred in other areas of the city and suitable arrangements have been made to ensure the safety of children as far as is possible.

Finally (v), parent preferences, outlined on page eleven of the brief are quite explicit. They wish to remain at Pauline Johnson/Cardinal Heights until they can move en masse to Norwood Park. The survey of parents desires demonstrates this quite strongly.

e.g. 76 oppose the move to Linden Park - 5 favour
95 favour use of portables and early move to Norwood Park - 11 opposed.

Recommendations:

1. That three portables be placed on the Pauline Johnson/Cardinal Heights site to accommodate the French Immersion program for the next year or two.
2. That the entire French Immersion program be moved to Norwood Park at the earliest opportunity, preferably September 1987.

Prepared by: J. Forrester, Area Superintendent

Submitted by: A.J. Krever, Director of Education

Approved by: A.J. Krever, Director of Education

Instructions

1. The first section is devoted to the general instructions for the use of the instrument.
2. The second section contains the instructions for the use of the instrument in the field.
3. The third section contains the instructions for the use of the instrument in the laboratory.
4. The fourth section contains the instructions for the use of the instrument in the office.

It is recommended that the instrument be used in the field as soon as possible after it has been received. This will ensure that the instrument is properly calibrated and that the results are accurate.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1986 04 24

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Dianne Gordon, 1986 05 05 to 1986 06 27 (.5)

Lorna Hampson, 1986 05 20 to 1986 06 27 (.5)

Wayne Jessop, 1986 06 02 to 1986 06 27

Marilyn Legault, 1986 04 03 to 1986 06 27

Lynn MacDonald, 1986 03 20 to 1986 04 25 and

1986 05 03 to 1986 06 27 (.5)

(b) That the appointment of the following teachers to the Occasional Staff, approved at previous meetings, be changed, to become effective as shown:

Gladys Elian, 1986 01 27 to 1986 06 27 (.5)

Margaret Fleet, 1985 09 17 to 1986 05 16

Bruce MacPherson, 1985 09 03 to 1986 05 30

Jody McGuffin, 1986 03 19 to 1986 05 02

(c) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

William (Brad) Kuhn, 1986 09 01

Victoria Harmer, 1986 04 28

Elizabeth McQueen, 1986 05 05

Charles Taylor, 1986 09 01

(d) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leaves:

Donna Kehoe, 1986 09 01 to 1986 12 26

Kathleen Penny, 1986 09 02 to 1986 12 29

(e) That the Maternal Leave of Absence granted to Patricia Baulcomb at the March meeting be changed to become effective 1986 05 01 to 1986 08 18 (followed by a Parental Leave of Absence until 1988 08 31.)

(f) That the request of the following teachers for Disability Leaves of Absence, effective as shown, be granted:

Robert Hutchison, 1986 09 01

Norval Redpath, 1986 09 01

(g) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leaves and these Leaves be followed by a Leave of Absence for parental reasons, effective as shown:

Brigitte Kurtz, 1986 06 02 to 1986 11 30

Janis Muller, 1986 09 01 to 1987 08 31

(h) That the requests of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Nancy Joudrie, 1986 05 05 to 1986 08 31

Victoria Kovacevic, 1986 05 05 to 1987 08 31

Janet Verhaeghe, 1986 05 26 to 1986 08 31

Diane Witty, 1986 09 01 to 1987 08 31

(i) That the resignation of the following Principal who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan:

Frank E. Farley

(j) That the resignation of the following teachers, effective as shown, be accepted with regret:

Shelley Greenspoon, 1986 08 31

Catherine Petranik, 1986 04 01

(k) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Elizabeth Eldridge

Dawn Vail

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1934 to 1935

William H. Brown, 1935 to 1936

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1936 to 1937

William H. Brown, 1937 to 1938

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1938 to 1939

William H. Brown, 1939 to 1940

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1940 to 1941

William H. Brown, 1941 to 1942

James M. Baker, 1942 to 1943

William H. Brown, 1943 to 1944

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1944 to 1945

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1945 to 1946

William H. Brown, 1946 to 1947

That the signature of the following members of the Board of Directors of the National Association of Manufacturers, Inc. is hereby acknowledged as being in accordance with the resolution of the Board of Directors of the National Association of Manufacturers, Inc. passed at its meeting held on the 15th day of May, 1934.

James M. Baker, 1947 to 1948

William H. Brown, 1948 to 1949

(1) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Agnes (Nessie) H. Christie

J. Isabelle Pugh

Helen G. Todd

Helen A. Watson

(m) The time of Carol Balint be increased, from half time to full time, effective 1986 04 08.

(n) That the extension of a Parental Leave of Absence requested by Judy Lampman, be granted effective, 1986 09 01 to 1986 12 31.

(o) That the request of Linda Scott for a (.7) leave of absence for study purposes for the 1986-87 school year be approved.

(p) That the following school trips be approved:

(i) Bennetto, Grades 7-8, Quebec City, May 14-17 (Wednesday-Saturday)

(ii) Bennetto, Grade 7, Midland, June 06, 1986 (Friday)

(iii) Lawfield, Grade 6, Camp Wanakita, Outdoor Education, September 22-25, 1986 (Monday-Thursday)

(iv) Lawfield, Grade 7, Midland, May 21, 1986 (Wednesday)

(v) Lynwood Hall, Special Education, Kelso Conservation Park, Outdoor Education, June 24-25, 1986 (Tuesday -Wednesday)

(vi) Prince of Wales, Grade 8, Midhurst, June 05-06. (Thursday & Friday)

(vii) Huntington Park, Grade 5, Kingston, June 12-13. (Thursday & Friday)

Superintendent of Curriculum & Special Services

(a) That two teachers attend the "Ontario Association of Geographers and Environmental Educators Conference" to be held at London, Ontario, Saturday, 1986 05 10 and that \$50.00 each be paid towards registration and expenses.

(b) That two teachers attend the "1986 O.P.S.T.F. Leadership Course" to be held at London, Ontario, Saturday, 1986 08 16 to Friday, 1986 08 22 and that \$375.00 each be paid towards registration.

(c) That one teacher attend the "Learning 2000: A Symposium On the Future Conference" to be held at Toronto, Wednesday, 1986 05 30 and that \$80.00 be paid towards registration and expenses.

(d) That the action of the Superintendent of Curriculum & Special Services in permitting four teachers to attend the "Social Studies Programme - Fitzhenry & White-side" held at Toronto, Thursday, 1986 04 24 at no cost to the Board, be approved.

1. The Commission of the European Communities (CEC) has been established by the Council of Ministers of the European Community (EC) in 1957. Its main task is to ensure the proper functioning of the common market and to coordinate the economic policies of the member states.

2. The CEC is composed of six members, three from each of the three largest member states (France, Germany, and Italy) and one from each of the three smaller member states (Netherlands, Belgium, and Luxembourg).

3. The CEC is headed by a President, who is elected by the Council of Ministers for a five-year term.

4. The CEC is assisted by a Secretary-General, who is appointed by the President.

5. The CEC is also assisted by a number of departments, each headed by a Director-General.

6. The CEC is responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

7. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

8. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

9. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

10. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

11. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

12. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

13. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

14. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

15. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

16. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

Responsibilities of the Commission of the European Communities

17. The CEC is responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

18. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

19. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

20. The CEC is also responsible for the management of the common market, including the collection and distribution of funds for the common market, the implementation of the common market, and the coordination of the economic policies of the member states.

(e) That one teacher attend the "Ontario Association for Mathematics Education Conference" to be held at London, Ontario, Friday, 1986 05 09 to Sunday, 1986 05 11 at no cost to the Board.

(f) That one principal attend the "Ontario Association of Education Administrative Officials Evaluating Principals Workshops" to be held at Toronto, Thursday, 1986 05 22 to Friday, 1986 05 23 and that \$230.00 be paid towards registration and expenses.
(Staff Development)

(g) That the Environmental Studies Consultant attend the "Summerfest 32nd Annual Creative Problem-solving Institute Conference" to be held at Buffalo, New York, U.S.A., Sunday, 1986 06 22 to Friday, 1986 06 27 and that registration and expenses be paid according to policy.

(h) That one teacher attend the "Influence, Image and Impact Conference" to be held at Toronto, Monday, 1986 05 26 and that \$185.00 be paid towards registration
(Staff Development).

(i) That one teacher attend the "Computers in Education Conference" to be held at Toronto, Friday, 1986 06 13 and that \$110.00 be paid towards registration and expenses.

(j) That one teacher attend the "Conference on Meeting the Needs of Infants and Toddlers" to be held at Hamilton, Thursday, 1986 05 22 to Friday, 1986 05 23 and that \$5.00 be paid towards registration.

Associate Superintendent of Curriculum and Special Services

(a) That three teachers attend the Special Education '86 Conference to be held in Toronto on Friday, 1986 05 09 and that \$80 each be paid towards the cost of registration and expenses.

(b) That two teachers attend the Special Education '86 Conference to be held in Toronto on Thursday, 1986 05 08 and Friday, 1986 05 09 and that \$160 each be paid towards the cost of registration and expenses.

(c) That one elementary principal attend the Opportunity Speaks Workshop on Meeting the Needs of the Gifted Teacher to be held in Toronto on Friday, 1986 05 16 and Saturday, 1986 05 17 and that \$175 be paid towards the cost of registration and expenses.

100 Main Street West
Hamilton, Ontario
1986 04 29

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

**Re: Program Advisory Committee Report
Trainable Retarded Advisory Committee**

Preamble

As a result of a motion by the Trainable Retarded Advisory Committee (TRAC), the Ad Hoc Program Advisory Committee was established in November, 1984, to conduct a review and advise TRAC relative to:

- . Program Goals
- . Learning Environment
- . Curriculum

of our programs for students categorized as trainable retarded in our school system.

Reactions to the Committee's Report

The Committee's completed report was submitted to the February, 1986, Trainable Retarded Advisory Committee by Mrs. Jensen, the subcommittee chairperson. Much discussion occurred at that time and there was general agreement as to the great value of the study and that a further review should occur no later than January, 1988.

Prior to being forwarded to the Board, however, the report was referred to both the Hamilton & District Association for the Mentally Retarded and to Administration for reaction.

Hamilton & District Association for the Mentally Retarded's Reaction

- . A general statement included in their report was as follows:

It is felt that the Ad Hoc Committee's report contains well considered and helpful recommendations which, when implemented, will add to the quality of programs for trainable retarded students.

- . In respect to recommendation 5.1 which relates to a budgetary allocation for teacher aides, the Association commented as follows:

The idea of teacher aides "to support settings where additional assistance is deemed necessary" is a good one with potential to assist with the integration process. It is our understanding that requests for aides are already underway for a number of kindergarten settings, junior and senior, for the 1986-87 year. We agree with Administration's suggestions that each set of circumstances be considered individually ... as this creates the flexibility to respond to all "valid requests".

- . In respect to recommendation 5.2 which relates to the appointment of two additional LRTs specifically for the program for the trainable retarded, the Association made no comment. It should be noted that the Association was aware that Administration could not support additional staff at this time.

Administration's Reaction to the Report

- . A general statement included in Administration's reaction was as follows:

It is Administration's feeling that this committee has been most thorough and conscientious relative to its mandate and has provided a significant review of our current programs for the trainable retarded. Furthermore, it is our understanding that a further review may occur at a future date.

- . In respect to recommendation 5.1 (budgetary allocation for teacher aides), after discussion with Senior Management, the following reaction was presented to TRAC:

It is felt that such a recommendation is not necessary and may be limiting if the number of aides requested exceeds a specific budgetary item. It is suggested that we continue as we have in the past by submitting rationale for requests for aides and taking the circumstances to Senior Management for discussion and approval.

This suggestion was accepted by the Trainable Retarded Advisory Committee.

- . In respect to recommendation 5.2 (two additional Learning Resource Teachers specifically for the program for the trainable retarded students), Administration reacted as follows:

It has been Administration's experience that Learning Resource Teachers are most effective if they are functioning as full or part-time RESIDENT staff. We would expect that the existing LRT on the school staff would develop a knowledge and understanding of the needs of trainable students either in regular or special classes. We would go so far as to suggest that LRTs who have such a responsibility should be encouraged to enrol in the Ministry of Education course for the Trainable Retarded. With this training and in-house experience, the RESIDENT LRT would be available to provide immediate program suggestions which could be monitored on an ongoing basis.

This recommendation was accepted by the Trainable Retarded Advisory Committee.

At the present time, we have the following specific support personnel for these trainable students:

- . Principals - responsible for effective programming
- . R. G. Adams - Supervisor of Special Education
- . E. Hipkiss - Consultant of Intellectual Exceptionalities
- . S. Simpson - Consultant for the Early Identification Program
- . M. E. Thompson - Speech Pathologist

In summary, it is the feeling of Administration that trained resident resource is superior to peregrinating resource and that the Consultant of Intellectual Exceptionalities and the Supervisor of Special Education are currently able to co-ordinate and supervise this important program.

Summation

In summary, a great many hours have been dedicated to a review of the goals, learning environment and curriculum of the programs for the trainable retarded. We have witnessed much study resulting in a valuable report. Furthermore, we have had reaction reports from both the local Association for the Trainable Retarded and our Board's Administration. All the aforementioned have been discussed with the Board's Advisory Committee for Trainable Retarded Programs.

If in the future, however, it is found that additional co-ordination is required as our satellite programs expand, Administration is quite prepared to review our current recommendations and report our findings to the Board in order to receive further direction from our elected officials.

This report has been developed for the purpose of information only.

Prepared and submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

rm

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: REPORT OF THE EARLY PRIMARY EDUCATION PROJECT

This project, initiated by the Ministry of Education in January of 1984 as a result of various issues raised and reviews completed on the state of primary education in Ontario over the last few years, was completed in May of 1985 and released to the public in the late winter of 1986.

The report was submitted to the Minister of Education who is now inviting comments on it. These comments are to be forwarded to the Research and Information Branch of the Ministry by May 15, 1986. It is the feeling that this deadline can be extended for a month or so.

The Primary/Junior Education Department of the Board of Education for the City of Hamilton is drafting a response which will be presented initially to the Board and which will focus particularly on the following issues:

- . extended and full day kindergarten,
- . before and after school programmes,
- . primary certification,
- . an advisory committee,
- . professional development and in-service and
- . teacher education centres.

There are 42 recommendations in the report. The rationale for each recommendation precedes it. Following is a summary of some of the larger issues and a commentary on the implications and "state of the art" from a local perspective:

1. **Integrated Planning Units** - The intent is to see the primary division as an integrated whole with less attention to grade barrier and a more natural program transition from kindergarten to grade one in a holistic integrated approach to learning. More emphasis on learning through play is encouraged.
2. **Quality Programme** - Formative Years and Education in the Primary & Junior Divisions have been studied carefully. Hamilton's documents, Beginnings and Getting It All Together, and our in-service in implementing them, make this board a leader in the province in quality programme in the primary and junior divisions.
3. **Leadership and Support** - The development of a strong support system of supervisor and consultants in this system in the primary and junior divisions is paying dividends in effective programme implementation.
4. **Flexible Entry** - This alludes to continuous progress and to relaxed admission dates to junior and senior kindergarten. It is sound from a child development point of view, but will be a challenge administratively.
5. **Junior Kindergarten** - Hamilton's programme is in place and the suggested student ratio is the one this system uses.

6. Extended and Full Day Kindergarten - Toronto is already piloting full day inner-city kindergartens. This concept should be explored locally.
7. Program Expectations - The Ministry and other boards are interested in our leadership in Beginnings, Getting It All Together, and Environmental Studies -- both the documents themselves and our methods of implementation.
8. Child Learning Profiles - These are intended for those students not covered in Early Identification Procedures - students with gifts and talents rather than deficits.
9. Primary Education Qualifications by 1990 - This would ensure that teachers from other divisions are qualified before teaching primary students. Principals and supervisory officers dealing with primary division would be encouraged to become qualified.
10. E.C.E. Qualifications - Aides and other paraprofessionals would be encouraged to enrol in part-time evening and summer E.C.E. programs.
11. E.C.E. and O.T.C. - Presidents of colleges and universities are encouraged to examine equivalency mechanisms to the O.T.C. for degreed E.C.E. applicants.
12. Teacher Education Centres - Preliminary feasibility discussions are underway with Mohawk College which has at present a one-way working arrangement with Brock University. Mohawk has invited this board to such discussions.
13. Nurturing of Children Within Families - There is a strong recommendation that communities must provide opportunities to assist parents in skills of nurturing their children. This would require further exploration locally.
14. Family Resource Centres - This concept would involve the co-operation of several agencies involved in service to families and children. Pre-planning and guidelines in this area are essential. Funding for parent's education, according to the report, should be explored under Continuing Education incentives.
15. Advisory Committee - The suggested advisory committee would parallel a committee such as the existing SEAC in its scope and function. By it, parent input would be ensured at the system level; we would need to be careful not to usurp parent involvement at the school level.
16. Grants and Ministry Leadership - The last 10 recommendations focus on Ministry responsibilities, including funding, for implementation of primary education renewal. These are vital, if there are to be appreciable changes.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.
--

Prepared and Submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario
L8N3L1
1986 04 21

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Re: INTERIM REPORT ELEMENTARY ALTER-ED

The Elementary Alter-Ed Programme opened on February 3, 1986, with twenty-five students. Since then four have been added to the programme and two have been demitted. There are twelve grade 8 students, fourteen grade 7 students and one grade 6 student. The ratio of boys to girls is 20:7. The two students demitted were not returned to the regular programme. It was felt that their needs could best be met in special education classes within the system. One student's case was taken to the AATD team where they decided to provide home care treatment with the possibility of residential assessment in July.

At this point there are 10 students on a waiting list for entry into the programme. With the graduation of the grade 8 students, there will be approximately twelve openings in the programme. At this point most of the grade seven students are expected to return in September 1986.

The schedule of the Alter-Ed Programme provides the students with daily lessons in English, French, Math and Integrated Studies. Physical Education is provided three times weekly and an elective programme runs twice a week.

The electives are designed to provide skills in family studies, science, computers and other interests of the students.

Group meetings are held daily in order to develop the community atmosphere of the programme. Students are encouraged to make decisions and accept responsibility for events happening in the programme. In addition each grade is involved in one weekly group counselling session with the social worker. The sessions are designed to meet the emotional needs of the students.

The programme is located on the second floor of Stinson Street School. This facility provides two classrooms, an office and a central hall area for the students. The central area is often used for classes as well as group meetings. Although this space provides adequate accommodation for instruction in the programme, it does not allow the social worker a private, quiet area to counsel students or deal with parents; many who are having very difficult situations in their homes.

When the initial Elementary Alter-Ed report was presented to the Board of Education for approval, it was noted that these students were not succeeding in the regular system even though they had the ability and many resources available to assist them. Daily we are finding that a large percentage of the students are facing serious problems in their home lives which leave them unable to cope in regular academic situations. Some are filled with anger and need help to deal with their emotions. Parents who meet with the social worker express a need for assistance for counsel in the control of their children. They are appreciative of the assistance and support they receive from the programme.

The social worker is an extremely valuable asset to the Elementary Alter-Ed Programme. These students have been identified as needing help and this person provides the emotional support and counselling expertise they require.

FUTURE DIRECTIONS

The programme should be re-examined in the Fall of 1986 to determine, if the need for expansion is warranted.

If there is sufficient student enrolment, by January 1987, then additional teaching staff should be allocated. This would include a proportionate increase in the social worker's time allotment, since these services are an integral part of the programme.

Comments from students and parents about the programme.

Students

- . I have a chance for high school
- . More of a one to one base
- . I am treated the same here
- . I get along better with the students and teachers
- . I am not as violent here
- . I got a fresh start
- . I look forward to coming to school
- . I am not late so often
- . I miss my old friends
- . I like it because I am doing better
- . I can learn at my own pace
- . Teachers care about me

Parents

- . she is much happier
- . she willingly attends school
- . I'm glad he's here, Alter-Ed has the resources to help him through our home crisis.
- . I like the philosophy
- . she is now able to wake up in the morning ready and willing to go to Alter-Ed. (truancy problem).
- . it's the best school programme my daughter has been in
- . I appreciate the support and encouragement the staff at Alter Ed has shown to me and my son.

Prepared by: Jane Evans, Programme Leader
Submitted by: W. D. Millar, Area Superintendent of Education
Approved by: A. J. Krever, Director of Education.

THE UNIVERSITY OF CHICAGO PRESS

I have a friend who has been
told of a man in the house
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here

I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here

I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here
I am sure of the man here

A G E N D A

URBAN/MUNICIPAL

CA4 ON HBL W26
A32
1986.

EDUCATION MANAGEMENT COMMITTEE

1986 06 03

Confirmation of the minutes of the last regular and special meeting of 1986 05 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Correspondence from A.L.S.B.O. re: OSTC resolution re: Alcohol Consumption among Teenagers (tabled from May E.M.C. - 1986 04 29).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. July Meeting Date.
3. Report of the Affirmative Action Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Requests re: "4 Over 5" Plan - Douglas Hampson.
Sylvia Lennon.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

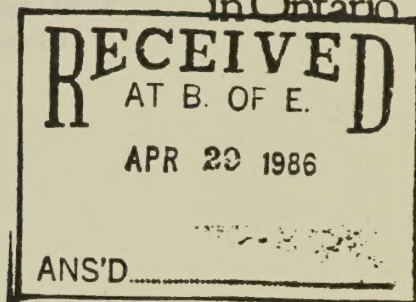
1. Report from the Officials re: Earl Kitchener.
2. Report of the Early Primary Education Project.
3. Report from the Officials re: Speech Pathologists and Speech Correctionists.
(request from Mrs. Baskin from May E.M.C. - 1986 04 29).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Trainable Retarded Children's Advisory Committee.
(see attached brief from Review & Analysis Committee - Southview).

The Association of
LARGE SCHOOL BOARDS
in Ontario

04 22 86



MEMORANDUM

TO: Chairs, Directors and Secretaries, Member Boards
FROM: Lorraine Flaherty, Executive Director
RE: OSTC Resolution re Alcohol Consumption among Teenagers

The following resolution has been supported by the ALSBO Executive:

"WHEREAS we have a concern for the health and welfare of our young people; and

WHEREAS we are concerned that if beer and wine become even more accessible, the problems associated with alcohol consumption particularly among teenagers will be aggravated;

THEREFORE BE IT RESOLVED that the Ontario School Trustees' Council petition the Premier of Ontario, the Honourable David R. Peterson, and the Minister of Consumer and Commercial Relations, the Honourable Monte Kwinter, not to proceed with the proposal that beer and wine be sold in grocery stores."

At a meeting on April 11, 1986, the Executive requested that this resolution be circulated to the Member Boards for support. As well, the Executive is asking Member Boards to seek the support of the local Board of Health for this resolution. It is recommended that the Member Boards consider initiating joint lobbying activities with the Board of Health on this matter.

Thank you for your co-operation in placing this resolution before your board.

c.c. ALSBO Executive

THE ASSOCIATION
LARGE STOCK BILLS

RECEIVED
JAN 10 1962
FBI
WASHINGTON

TO: DIRECTOR, FBI
FROM: SAC, NEW YORK
SUBJECT: [illegible]

The following information was received from [illegible]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

E.C. [illegible]

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 06 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That Dr. Colin Pryor be confirmed in the position of Supervisor of Psychological Services, effective 1986 09 01.

(b) That the action of the Director in permitting the Administrative Assistant to the Director to attend the "Employment Equity Networking Meeting" held in Windsor on Thursday, 1985 05 08 and Friday, 1986 05 09, and that \$150 be paid towards registration and expenses be approved.

Superintendent of Operations

(a) That Michael R. Silbert be returned to the position of Mathematics Supervisor, effective 1986 09 01, with salary according to schedule.

(b) That the request of Mrs. C. Jean Cutbill for extended sick leave, effective 1986 06 06, be approved.

(c) That the term contract for John H. Henry, Supervisor of Curriculum and Instruction, Science, be extended for an additional year, commencing 1986 09 01 to 1987 08 31.

(d) That the term contract for Mrs. Elizabeth M. Jazvac, Supervisor of Curriculum and Instruction, Family Studies, be extended for an additional year commencing 1986 09 01 to 1987 09 31.

(e) That the contract for David Rogers, Acting Consultant, Computer Education, be extended until 1989 02 17, with salary according to schedule.

Superintendent of Curriculum and Special Services

(a) That the Supervisor and Consultant of Visual Arts attend the "Annual Provincial Conference of the Society of Education Through Art '86" to be held at Hamilton, Thursday evening, 1986 10 23 to Saturday, 1986 10 25 and that \$100 each be paid towards registration.

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000
100-100000-100000

- 2 -

(b) That the Supervisor of Geography attend "Field Trip Canada" to be held at Labrador and Newfoundland, Wednesday, 1986 06 25 to Saturday, 1986 07 05 and that \$500 be paid towards registration.

(c) That one Consultant of Mathematics attend the "Ontario Association for Mathematics Education Leadership Conference" to be held at Mississauga from Wednesday, 1986 10 22 to Friday, 1986 10 24 and that \$190 be towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1. The first part of the report is devoted to a description of the work done during the year 1955. It is divided into two main sections: a general survey of the work done and a detailed account of the results of the various experiments.

2. In the second part of the report, the results of the experiments are discussed in detail. It is divided into three main sections: a general survey of the results, a detailed account of the results of the various experiments, and a discussion of the results in relation to the theory.

3. The third part of the report is devoted to a discussion of the results in relation to the theory.

4. The fourth part of the report is devoted to a discussion of the results in relation to the theory.

REPORT OF THE

AFFIRMATIVE ACTION COMMITTEE

Present: Trustee Cunningham, (Chairman);
Trustees Deans, Maguire, Webb and Van Horne;

Also Trustees Clarke, Kennedy, Ruddell and Vine.

Present: D. Beauchemin - A.E.F.O. Representative.
D. Morris - Non-Union Clerical Representative
K. Sylvester - O.S.S.T.F. Status of Women Representative
L. Tindall - The Women Teachers' Association Representative

Officials Mr. A. J. Krever (Director of Education)

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. D. B. Sinclair (Manager, Personnel & Employee Relations)
Miss S. Wilson (Supervisor of Transportation),
Ms. T. Myatt (Administrative Assistant to the Director)
Mrs. L. Slade (Personnel Assistant).

The Committee recommends:

GENERAL

- (a) That clauses 1, 3, 5, 6, 7, 11, 12 from the attached Appendix "G" with the addition of the following in clause 6 "Report regularly to the Director and the Affirmative Action Committee of the Board on the progress, problems and needs in the areas of affirmative action and the addition of clause 13 be the priority items in the job description for the Affirmative Action Co-ordinator and that all other clauses follow as necessitated:

13. Liaise with appropriate groups.

- (b) That the term of employment for the Affirmative Action Co-ordinator be a 12 month appointment.

Respectfully submitted,

Miss M. Cunningham,

Chairman.

Committee Room,
1986 05 06.

ADMINISTRATIVE ACTION

1. The following is a list of the names of the persons who have been assigned to the various committees and subcommittees of the Joint Committee on Atomic Energy.

2. The following is a list of the names of the persons who have been assigned to the various committees and subcommittees of the Joint Committee on Atomic Energy.

3. The following is a list of the names of the persons who have been assigned to the various committees and subcommittees of the Joint Committee on Atomic Energy.

The Committee recommends:

CONCURRENCE

1. That the Committee be authorized to conduct such investigations and studies as it may deem necessary and proper in connection with the administration of the Atomic Energy Act of 1946, and to report thereon to the Senate and House of Representatives.

2. That the Committee be authorized to conduct such investigations and studies as it may deem necessary and proper in connection with the administration of the Atomic Energy Act of 1946, and to report thereon to the Senate and House of Representatives.

3. That the Committee be authorized to conduct such investigations and studies as it may deem necessary and proper in connection with the administration of the Atomic Energy Act of 1946, and to report thereon to the Senate and House of Representatives.

Respectfully submitted,

Walter H. Rorer

Chairman

Committee Room,
1500 H. Bldg.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

JOB DESCRIPTION: AFFIRMATIVE ACTION CO-ORDINATOR

The Affirmative Action Co-ordinator shall report and be accountable to the Director of Education and shall:

1. Design and direct the implementation of the Affirmative Action Program in accordance with the parameters established by the appropriate committee.
2. Disseminate information regarding affirmative action and the Board's policy regarding same to all employees.
3. Generate and analyze statistical data relating to affirmative action and equal opportunity.
4. Study sex role stereotyping in the curriculum and recommend changes in keeping with the principles of affirmative action and equal opportunity.
5. Assist in the development of goals and timetables for the implementation of the affirmative action plan.
6. Report regularly to the Director and the Affirmative Action Committee on the progress, problems and needs in the area of affirmative action.
7. Work closely with the Personnel Officer and the Superintendents to ensure that hiring, training, transfer, promotion performance appraisals and other working conditions are consistent with the principles of affirmative action.
8. Develop an awareness among male and female employees about their potential for advancement and promotion within the Board.
9. Assist in the development of management and supervisory training courses.
10. Assist in career counselling.
11. Conduct an evaluation of the Board's implementation of the Affirmative Action Program and recommend any modification which may appear necessary as a result of such an evaluation.
12. Be prepared to work some evenings and weekends.
13. Liaise with appropriate groups.

QUALIFICATIONS

1. Knowledge of the principles and practices of affirmative action.
2. Demonstrate organizational skills and ability to prepare and write reports.
3. Experience in conducting in-service workshops.
4. Ability to communicate effectively with all staff and management.
5. Appropriate university degree or several years of related experience in a leadership role.
6. Knowledge of a large school system would be an asset.

The Board of Governors shall have the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.

1. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
2. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
3. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
4. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
5. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
6. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
7. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
8. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
9. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
10. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
11. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.
12. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.

13. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.

14. The Board of Governors has the honor to acknowledge the receipt of the letter of the City of Boston dated the 10th day of June, 1900, and in reply to inform the Board of the action taken thereon.

QUALIFICATIONS

1. Knowledge of the principles and practice of administrative action.
2. Knowledge of the principles and practice of administrative action.
3. Knowledge of the principles and practice of administrative action.
4. Knowledge of the principles and practice of administrative action.
5. Knowledge of the principles and practice of administrative action.
6. Knowledge of the principles and practice of administrative action.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1986 05 20

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Paul Brown, 1986 02 27 to 1986 05 02, and

1986 05 05 to further notice

Robert Forshaw, 1986 05 05 to further notice

Mario Giacomelli, 1986 03 26 to 1986 05 09

Barbara Jarrett, 1986 03 07 p.m. to 1986 06 30

Sonia Rizzato, 1986 02 19 to 1986 03 27

Rosie Szentirmai, 1986 04 01 to further notice

Brenda Wisborg, 1986 03 18 to 1986 05 09 (2/3)

(b) That Margaret Walton be returned from a Maternal Leave of Absence and assigned teaching duties, effective 1986 06 02.

(c) That the request of Jane Kasprovicz for a Personal Leave of Absence be granted effective 1986 09 01 to 1987 01 30.

(d) That the request of Janice R. Wilson for an extension of her Leave of Absence for Personal Reasons, effective 1986 09 01 to 1987 01 31, be granted.

(e) That the request of William D. Manson for a Leave of Absence, in order to serve as President on District 8 OSSTF, effective 1986 09 01 to 1987 08 31, be granted.

Education Group
100 West 25th Street
New York, N.Y.
10001

For the Chairman and Members
Federal Management Commission
200 West 25th Street
New York, N.Y.

Dear Mr. Chairman:

Part I

I have the honor to present the following recommendations for your attention:

Recommendations of the Commission

(a) That the following list of names be included in the list of names of persons who are eligible for appointment as members of the Commission:

- Paul Brown, 1955-56 to 1956-57
- Robert F. Kennedy, 1956-57 to 1957-58
- Martin Luther King, Jr., 1957-58 to 1958-59
- Barack Obama, 1958-59 to 1959-60
- John F. Kennedy, 1959-60 to 1960-61
- John F. Kennedy, 1960-61 to 1961-62
- John F. Kennedy, 1961-62 to 1962-63
- John F. Kennedy, 1962-63 to 1963-64

(b) That the report of the Commission be submitted to the President of the United States for his approval and signature.

(c) That the report of the Commission be submitted to the President of the United States for his approval and signature.

(d) That the report of the Commission be submitted to the President of the United States for his approval and signature.

(e) That the report of the Commission be submitted to the President of the United States for his approval and signature.

(f) That the request of Janis Leyzer for a Maternal Leave of Absence, effective 1986 07 07 to 1986 10 31, be granted in accordance with conditions governing Maternal Leaves.

(g) That Frank J. Kelly be returned to the position of Secondary School Principal commencing 1986 09 01.

(h) That the resignation of the following teachers who are retiring on superannuation, effective 1986 06 30, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan:

Diane E. Somerville

William G. Grieve

(i) That effective 1986 09 01, Mr. Rob Kelley be appointed as Acting Consultant, Computer Studies for a period not exceeding 2 years in accordance with the Memorandum of Settlement dated 1986 03 21.

(j) That the request of Christopher R. Paige for a Leave of Absence for Study purposes, effective 1986 09 01 to 1987 08 31, be granted.

(k) That the request of Catherine J. Haggerty for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves and this Leave to be followed by a Leave of Absence for parental reasons, effective 1986 08 01 to 1986 12 31.

(l) That Henri Bigras be appointed Acting Vice-Principal of Ecole Secondaire Georges-P-Vanier effective 1986 09 01, with salary according to schedule.

(m) That the term contract of Mathematics Consultant, George Fawcett, be extended for an additional year, effective 1986 09 01 and ending 1987 06 30.

(n) That David W. Hampton be reimbursed for his registration fee of \$255.00 for successful completion of the F.S.L. Part I Course.

(o) That the request of John R. Dunn, a secondary school mathematics teacher, to take part in an alternative experience (staff development) as a teacher of Mathematics in an elementary school, effective 1986 09 01 to 1987 06 30, be approved.

(p) That the following trips be approved:

(i) Delta, Grade 9-12, Darien Lake, New York, Outdoor Education, 1986 06 23-24. (Monday and Tuesday)

(ii) Georges-P-Vanier, Grade 9-13, Penetang, 1986 04 19-20 (Saturday and Sunday)

(iii) Westdale, T.M.R., Outdoor Education, Valens Conservation Area, 1986 06 05-06. (Thursday and Friday)

(iv) Westdale, Grade 12-13, Boston, Massachusetts, 1986 12 10-14. (Wednesday-Sunday)

(v) Georges-P-Vanier, Grade 9-13, France, 1987 04 17-26. (Friday-Sunday)

Superintendent of Curriculum & Special Services

(a) That \$2450.00 be allocated for as many teachers as possible to attend the "Annual Provincial Conference of the Society of Education Through Art '86 (OSEA)" to be held at Hamilton, Thursday evening, 1986 10 23 to Saturday, 1986 10 25.

(b) That one secondary (composite) teacher attend a one week course on Map Production and Interpretation of Aerial Maps, to be held at Ottawa, Monday, 1986 06 23 to Friday, 1986 06 27 and that the course fee and expenses be paid according to policy.

(c) That one secondary (composite) teacher attend the "Thomas Hardy Conference" to be held at Dorchester, England, Sunday, 1986 07 27 to Saturday, 1986 08 02 and that \$85.00 be paid towards registration.

(d) That one Alternative Education program leader attend the "Annual Spring Conference for the Ontario Alternative Education Association" to be held at Kingston, Ontario and that registration and expenses be paid according to policy.

(e) That Clause (b), May, 1986 E.M.C., be changed to read "That three secondary (composite) teachers attend the Third Annual Provincial Conference of Business Education Directors to be held at Peterborough, Thursday, 1986 05 08 to Saturday, 1986 05 10 and that registration and expenses be paid according to policy".

(f) That one secondary teacher attend the "Watcom Seminars -- Advanced Pascal Conference" to be held at Waterloo, Monday, 1986 06 23 to Tuesday, 1986 06 24 and that \$220.00 be paid towards registration and expenses.

(g) That one secondary (composite) teacher attend the "Selecting and Applying Low Cost PC Based CADD" to be held at Cambridge, Ontario, Thursday, 1986 06 26 to Friday, 1986 06 27 and that registration and expenses be paid according to policy.

(h) That one secondary (composite) teacher attend the "Ministry of Education O.S./I.S. Conference to be held at Ottawa, Ontario, Thursday, 1986 06 19 to Friday, 1986 06 20 and that registration and expenses be paid according to policy.

Associate Superintendent of Curriculum & Special Services

(a) That one teacher attend the "Creative Problem Solving Weekend to be held in Toronto from Friday, 1986 06 06 to Sunday, 1986 06 08 and that \$150.00 be paid towards registration and expenses.

Recommendations of the Committee on the

1. That the Committee on the ...

2. That the Committee on the ...

3. That the Committee on the ...

4. That the Committee on the ...

5. That the Committee on the ...

6. That the Committee on the ...

7. That the Committee on the ...

8. That the Committee on the ...

Recommendations of the Committee on the

9. That the Committee on the ...

REQUESTS RE: "FOUR OVER FIVE" PLAN

- (a) That approval be granted for the request of Douglas Hampson for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.
- (b) That approval be granted for the request of Sylvia Lennon for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1988-1989 school year, effective 1988 09 01 to 1989 01 31.

REMARKS ON "THE NEW PLAN"

(1) This proposal is presented for the purpose of making known to a large number of persons the details of the plan for the proposed school building. It is not intended to be a final statement of the plan, but rather a preliminary statement of the plan, which will be subject to change and modification as more information is obtained.

(2) The proposal is presented for the purpose of making known to a large number of persons the details of the plan for the proposed school building. It is not intended to be a final statement of the plan, but rather a preliminary statement of the plan, which will be subject to change and modification as more information is obtained.

Education Centre
100 Main Street West
Hamilton, Ontario

1986 05 29

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

**RE: EARL KITCHENER PUBLIC SCHOOL
OFFICE/STAFFROOM REORGANIZATION**

At a special meeting of the Business Management Committee on 1986 03 25 the following amendment was moved and carried: that the amount of \$15,000 allocated for the conversion of a classroom to an office at Earl Kitchener School be deleted from the 1986 budget.

At a regular meeting of Education Management Committee on 1986 04 29, representatives from the Earl Kitchener Home and School Association made a presentation in support of the alterations proposed for the school. Their brief provided rationale for concentrating the office area and staffroom on the first floor (Appendix A). The detailed plans are shown on Appendix B.

The Hamilton Board of Education capacity for Earl Kitchener is 544.

	<u>1984</u>	<u>1985</u>		<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>
Enrolment	493	512		506	503	484	474
	Actual			Forecast			

These forecast numbers do not include any student enrolment figures from Allenby.

The school is organized for September, 1986, on a projected enrolment of approximately 515, and will use the room facilities as follows:

Second Floor: Grade 2, 3, 4, and 5 classes in both the French and English programs.

First Floor: JK, SK and Grade 1 (both English and French programs), Library, English, and office area, plus one empty classroom.

Basement Floor: Gym, Music, LRT, Supplies, Lunchroom, English, Washrooms, and a staff room.

To the Chairman of the
Education Committee
Board of Education
Burlington, Vermont

Dear Mr. Chairman:

RE: THE VERMONT EDUCATION
COMMISSION REPORT

At a special meeting of the Education Committee on 10/15/77, the following resolution was adopted: "That the Board of Education be authorized to request the Education Commission to conduct a study of the Vermont Education Commission's report on 10/15/77."

At a special meeting of the Education Committee on 10/15/77, the following resolution was adopted: "That the Board of Education be authorized to request the Education Commission to conduct a study of the Vermont Education Commission's report on 10/15/77."

The following is a summary of the Education Commission's report on 10/15/77:

Year	1975	1976	1977	1978	1979
Actual	412	412	412	412	412
Forecast	412	412	412	412	412

These forecast numbers do not include any amount received from the State.

The Board is pleased to see the Education Commission's report on 10/15/77, and will continue to monitor the situation as it develops.

Respectfully,
Board of Education

Mr. and Mrs. John F. Smith, Jr.
Library, 101 Main Street, West
Burlington, Vermont

Mr. and Mrs. John F. Smith, Jr.
Library, 101 Main Street, West
Burlington, Vermont

The one (1) empty classroom on the first floor is a result of closing one (1) French Immersion Senior Kindergarten class this June. This classroom would be available for conversion to an office/staffroom area.

The cost of these renovations remains the same as proposed in the 1986 Budget -- \$15,000.

If approved, the alterations would probably be completed for September, 1986.

POSSIBLE ALTERNATIVE:

In examining any organization of rooms for principal, vice-principal, secretary, duplicating machines, and supplies, -- consideration must be given to the staff washroom located at the back of the present secretary/duplicating room.

Appendix C shows that the one small room could be used for the principal and secretary; the other small room could be used for duplicating, supplies, and washroom, and a vice-principal's office could be created by using part of the cloakroom of room 6. That portion of the cloakroom used as an office would be widened and would have an entrance doorway from the hall.

Again, if this plan were approved the alterations would probably be completed for September, 1986, and the cost would not exceed \$15,000.

Submitted by: R. A. Kennedy, Area Superintendent of Education

Approved by: A. J. Krever, Director of Education

The new (1) single document on the first floor is a result of
revising the (2) second floor document in accordance with the law.
This document was prepared by the Commission in its official
capacity.

The part of the document relating to the law on property is the
first page - 1/1/1/1.

I believe, the document will probably be submitted for
signature.

PERSONAL INFORMATION:

In summary, my personal information is as follows: I am a male,
single, and have no children. I am currently living in the
city of New York, and I am employed as a writer. I have a
bachelor's degree in English from the City University of New York.

During the last five years, I have been employed by the
City of New York, and I have been a member of the City
Employees' Association. I have also been a member of the
American Writers' Guild, and I have been a member of the
National Writers' Union. I have also been a member of the
National Association of Writers.

I have been married for five years, and I have two children.
I have also been a member of the City Employees' Association,
the American Writers' Guild, and the National Writers' Union.

Submitted by: A. A. Kennedy, Vice President of the City

Employees' Association

Earl Kitchener School,
300 Dundurn Street South,
Hamilton, Ontario.
May 1, 1986.

Concern - The need for office reorganization, staff room and supply room relocation.

Present Situation - Earl Kitchener School, built in 1914, has three levels: lower level, first floor and second floor. At present, it has 513 students and 30 teaching staff. The office is in two parts on either side of the front entrance way. The principal and vice-principal are on one side and the secretaries on the other. The staff room is in the lower level. (See diagrams on last page.)

Reasons for Concentrating Office Area and for Moving the Staff Room to the First Floor -

1. Safety - The fire marshall wants our hallways bare of all obstacles. Sign-in desk, photocopier, ditto machine and paper storage must be relocated. The only other place for their storage is the secretary's office. This would create excess traffic, noise and confusion, as well as a shortage of space.
2. Confidentiality - Vice-Principal and Principal share the same office which has direct access to the hallway. This results in frequent interruptions, a lack of professional confidentiality and a lack of privacy for discussions. Since the secretary cannot be present, she is sometimes unaware if we're available to receive calls or guests.
3. Traffic Patterns - Two offices create confusion for children, parents and visitors.
4. Interview Room - It is not sound proof. If the P.A. buzzes and there is no one in the outer office, a meeting must be interrupted. At such a time the outer office is empty, and subject to public perusal.
5. Secretary - Our secretary must leave her office, walk over to the other one to use the P.A. about attendance checks, children leaving early, parent messages, etc.
6. Washroom - The secretary's office has the only washroom (except for the gym area) available to first and second floor teachers. This makes for a lot of traffic and distraction.
7. Staff Room - At present it is a long way from the classrooms. Teachers avoid using it, either going out or eating in the library. A first floor staff room would allow staff to gather more easily thus:
 - a) creating togetherness
 - b) make a staff member available for emergencies at noon
 - c) creating better security in the school.

Mr. [Name] - [Address]
[City], [State]
[Zip]

Subject - [Topic]

Enclosed - [Description of contents]

Very truly yours,
[Signature]

[Text block]

[Text block]

[Text block]

[Text block]

[Text block]

[Text block]

[Text block]

8. Supply Room - At present supplies are kept in four locations, two of which are in the basement. With the change we would have one room containing school supplies, gestetner, ditto, photocopier and paper cutter.
9. Appearance - The present situation looks "jerry built". The school should also reflect a professional, organized, efficient appearance.
10. Future Years - As time goes by, the amount of verbal interaction between home and school will steadily increase. The present situation does not facilitate discussion.

If funding can be found to facilitate the changes in office, staff room and supply room locations:

- i) alterations could begin in September 1986.
- ii) no pupils would be shifted in mid-term. Room 110 is not needed as a classroom next year according to present plans.

Yours truly,

P. Kelly,
President,
Home and School Association.

R. Allan,
Principal.

1. Basic facts - At present, the only way to find out the truth about the situation in the country is to go to the country and see it with our own eyes. The only way to do this is to go to the country and see it with our own eyes. The only way to do this is to go to the country and see it with our own eyes.

2. General situation - The present situation in the country is very serious. The people are suffering from poverty and lack of food. The government is not doing anything to help them. The only way to help them is to go to the country and see it with our own eyes.

3. Current events - At the moment, the country is in a state of chaos. There is a lot of fighting and killing. The people are very scared. The only way to stop this is to go to the country and see it with our own eyes.

4. Future prospects - The future of the country is very uncertain. It depends on what happens next. If the government continues to do nothing, the situation will get worse. The only way to improve the situation is to go to the country and see it with our own eyes.

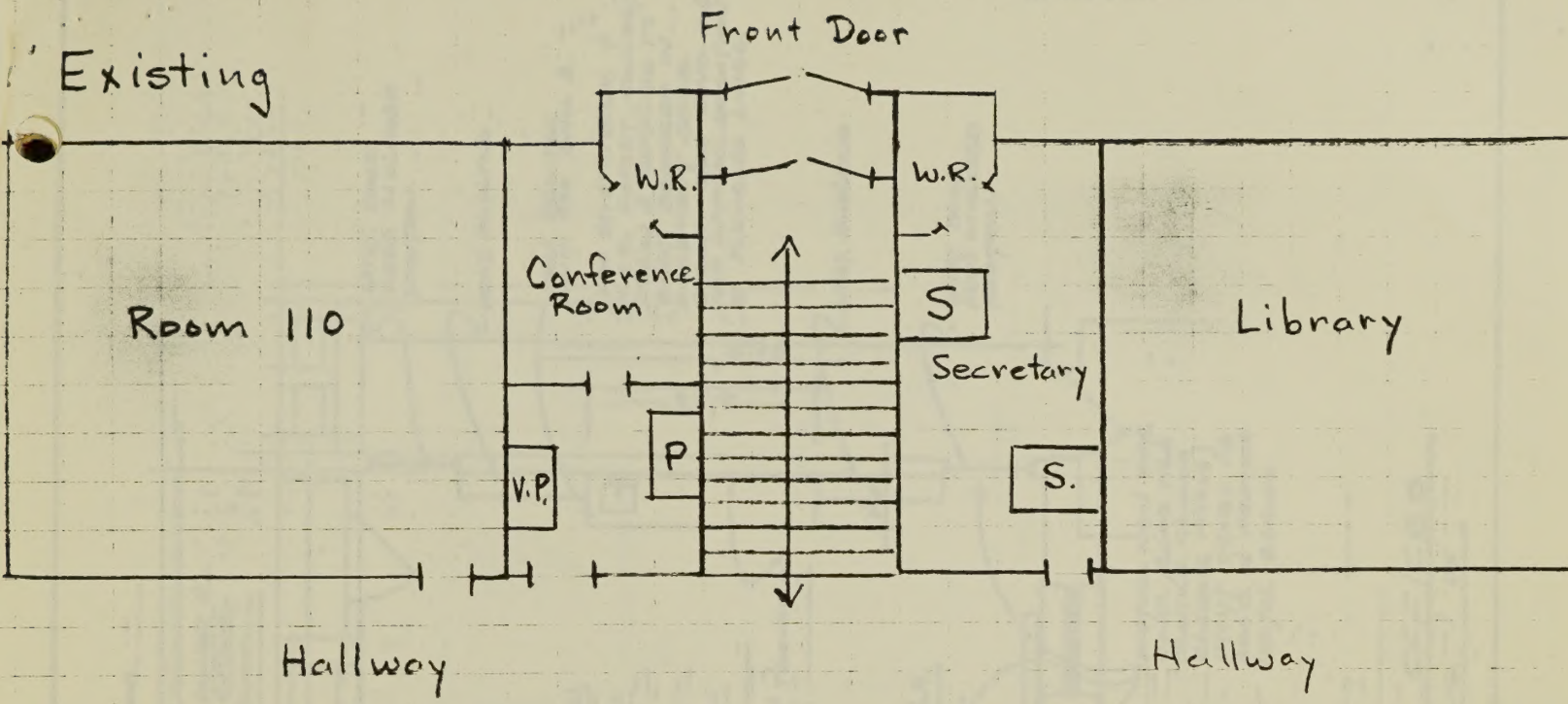
5. Conclusion - The situation in the country is very serious. The people are suffering from poverty and lack of food. The government is not doing anything to help them. The only way to help them is to go to the country and see it with our own eyes.

Yours truly,

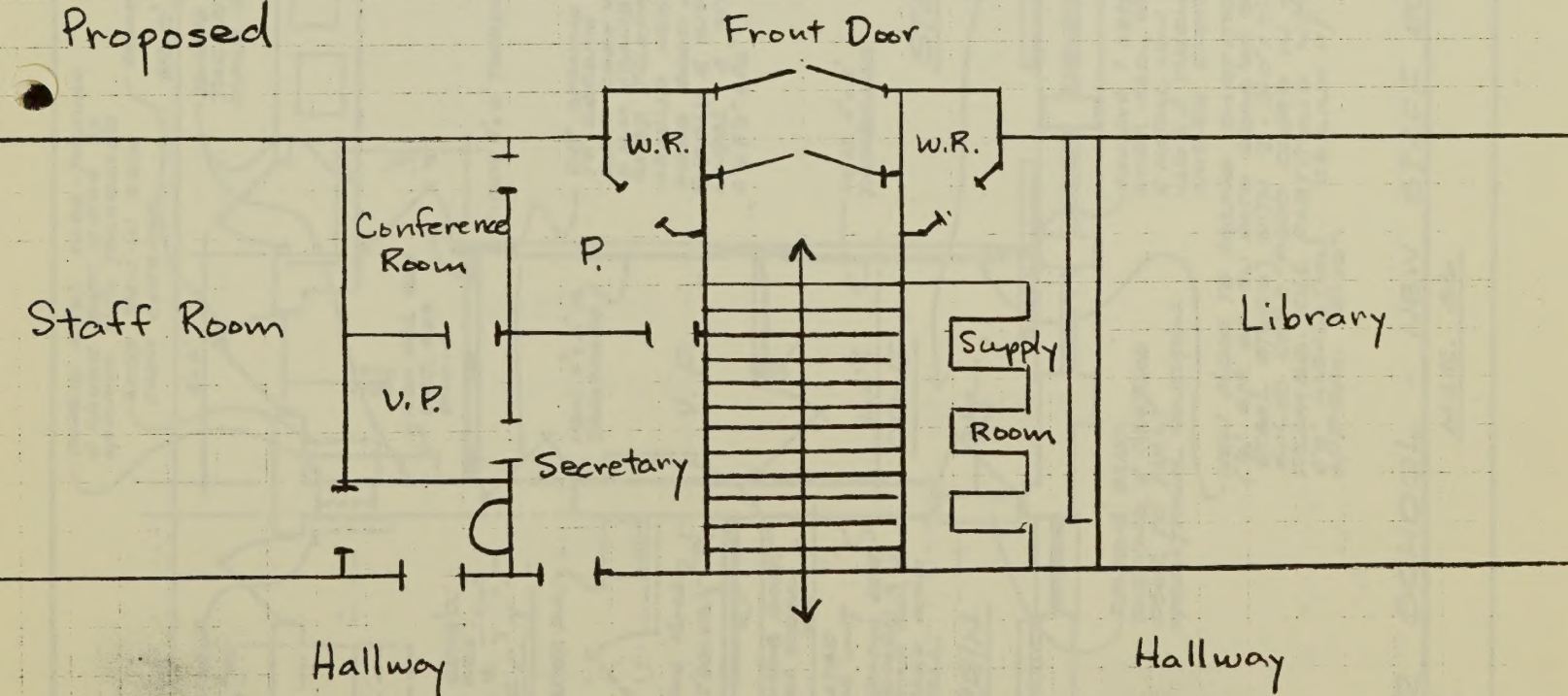
Dr. [Name]
[Address]

Dr. [Name]
[Address]
[City and State]

Existing



Proposed



Existing

Front Door

Library

Room 110

Conference Room

2

9

10

Hallway

Hallway

Proposed

Front Door

Library

Staff Room

Conference Room

2

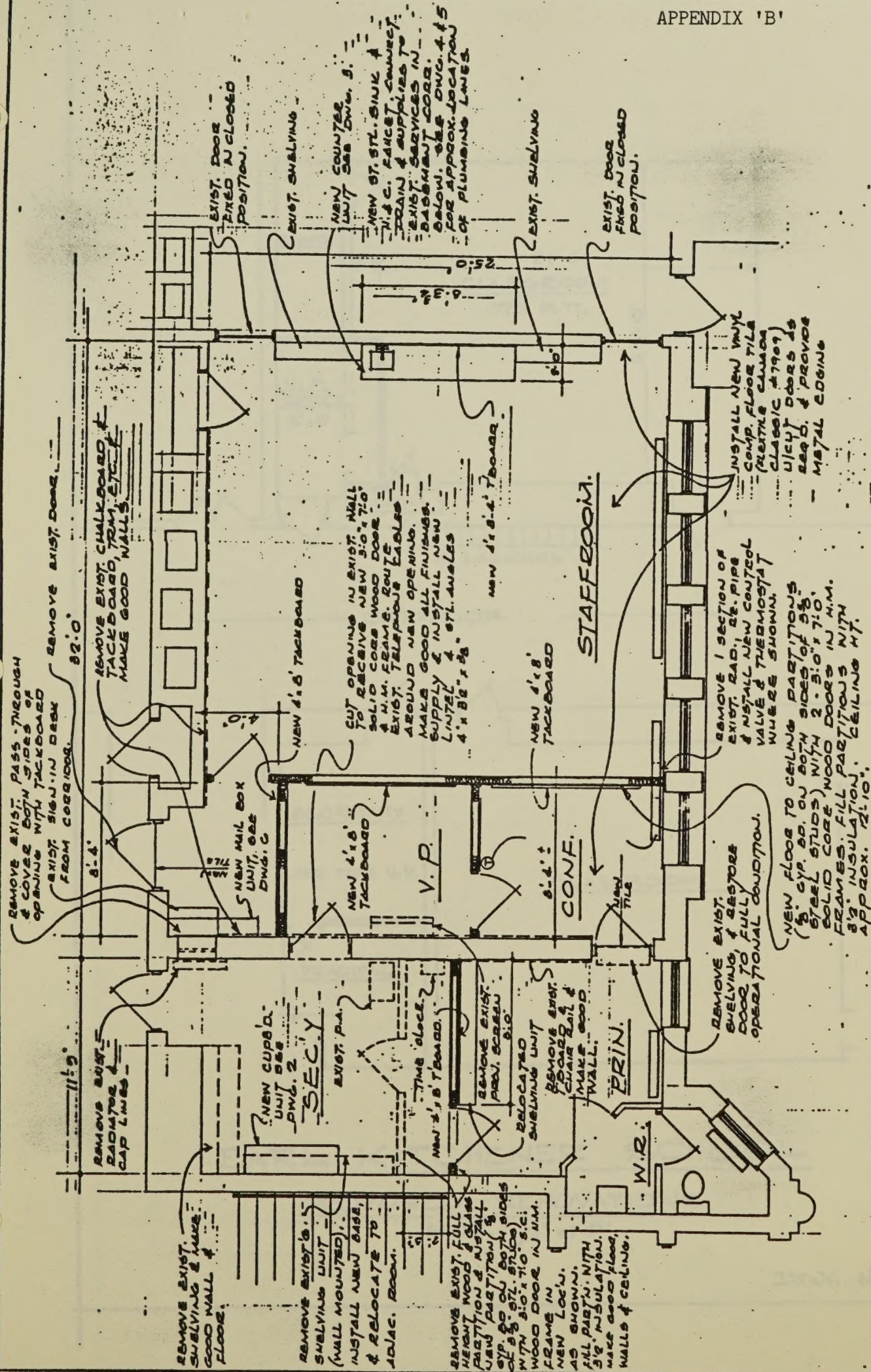
9

10

Secretary

Hallway

Hallway

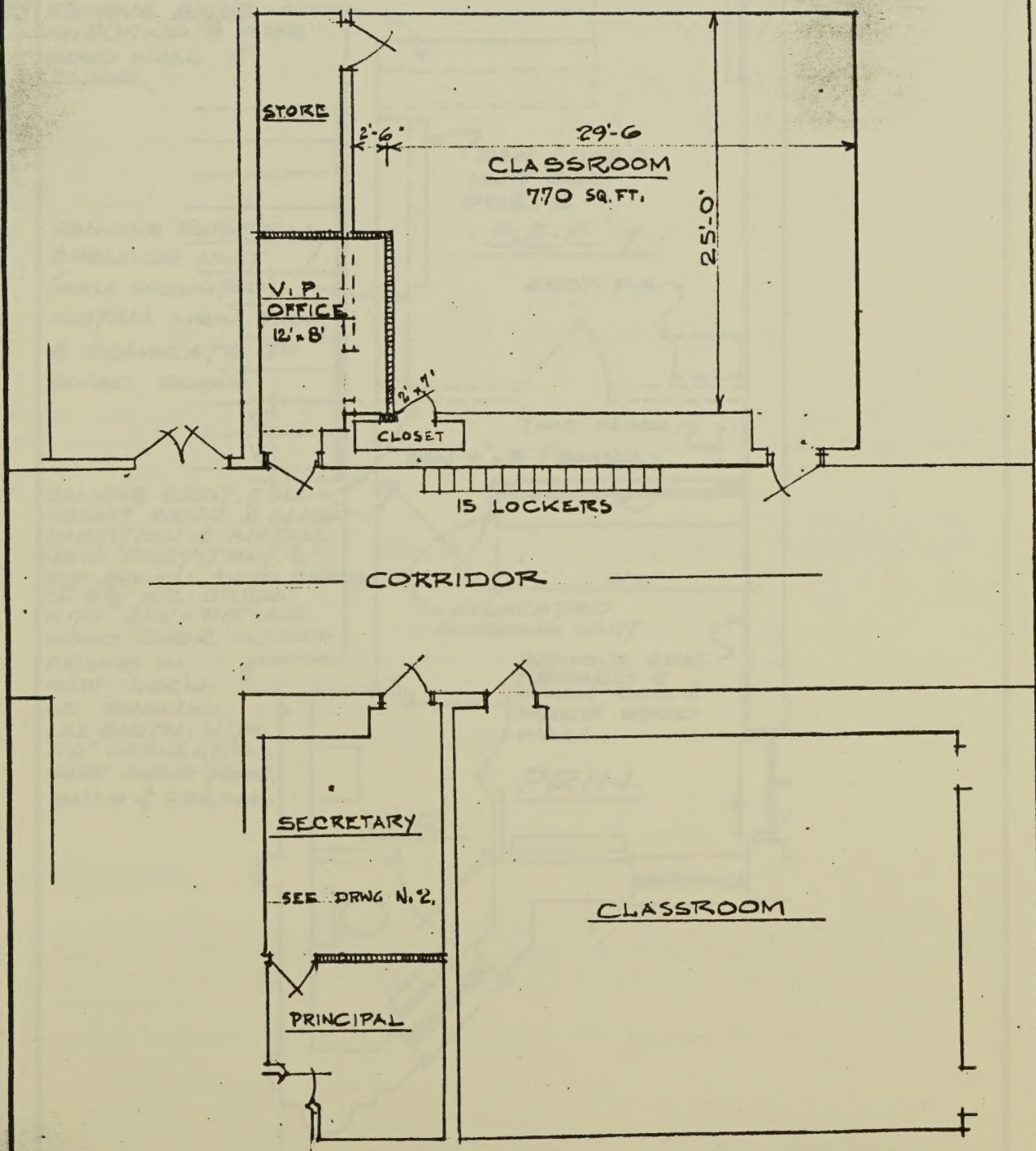


EARL KITCHENER SCHOOL - NEW STAFF ROOM & OFFICES

SCALE :- 1" = 1'0"

MAR. 86

DWG. -- / DE



EARL KITCHENER SCHOOL

PROPOSED RENOVATIONS

SCALE: $\frac{1}{8}" = 1'-0"$

DRWG. No. 1



CARL KITCHEN SCHOOL
PROPOSED RENOVATIONS
 DATE: 8-10-

REMOVE EXIST.
SHELVING & MAKE
GOOD WALL &
FLOOR.

REMOVE EXIST'G.
SHELVING UNIT
(WALL MOUNTED),
INSTALL NEW BASE,
& RELOCATE TO
ADJAC. ROOM.

REMOVE EXIST. FULL
HEIGHT WOOD & GLASS
PARTITION & INSTALL
NEW PARTITION (5/8"
GYP. BD ON BOTH SIDES
OF 3/8" STL. STUDS)
WITH 3'-0" x 7'-0" S.C.
WOOD DOOR IN H.M.
FRAME IN
NEW LOC'N.
AS SHOWN.
FILL PART'N. WITH
3 1/2" INSULATION.
MAKE GOOD FLOOR,
WALLS & CEILING.

NEW CUPB'D.
UNIT SEE
DWG. 2

SEC'Y

EXIST. P.A.

TIME CLOCK
NEW 4' x 8' T'BOARD.

RELOCATED
SHELVING UNIT

REMOVE EXIST.
T'BOARD &
CHAIR RAIL &
MAKE GOOD
WALL.

PRIN.

W.R.

EARL KITCHENER SCHOOL

SCALE :- 1/4" = 1'-0"

DRWG. No. 2.



EAST KITCHEN SCHOOL
Scale 1/4" = 1'-0"

DECEMBER 1911

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 05 13

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Report of the Early Primary Education Project

In the past decade, educators have become more aware of the crucial importance of children's early years and of the variety of challenges that face families in today's increasingly complex world.

As a result of the Report of the Early Primary Education Project, the Primary Education Department has prepared a response which focuses on the following issues:

- . extended and full-day kindergarten
- . professional development and in-service
- . primary certification
- . teacher education centres
- . before and after school programs
- . advisory committee

RECOMMENDATION:

That the response of the Primary Education Department to the recommendations of the Early Primary Education Project be received for information.

Prepared by: E. Coombs
B. Howard
S. Simpson

Submitted by: C. McKague, Superintendent
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education.

Education Center,
100 West Street West,
New York, N.Y. 10036
1980-81

In the Division of Education,
New York State Education Board,
Albany, New York.

James A. Smith

The Board of the Early Childhood Education Project

In the past decade, attention has been given to the needs of
children and their families in the area of early childhood education.
This attention has been given in a variety of ways.

A number of the Board of the Early Childhood Education Project, the
Board of the Early Childhood Education Project, has been in the
area of early childhood education.

- research and development
- training and development
- research and development
- research and development
- research and development
- research and development

RECOMMENDATIONS:

That the Board of the Early Childhood Education Project be authorized to
conduct the project in the area of early childhood education.

Submitted by: J. Smith, President
Education and Social Services
Division of Education
Albany, New York

Approved by: J. Smith
Director of Education

RECOMMENDATION 8

"That the Ministry investigate the feasibility of introducing extended and full-day kindergarten programmes."

The Primary Department of the Board of Education for the City of Hamilton supports this recommendation with the following further recommendations.

- (i) that half-day kindergarten programmes continue to be provided so that parents may choose to send their child to a full- or half-day programme at their discretion.
- (ii) that the Ministry establish Guidelines for the development of appropriate curriculum, pupil-teacher ratio and operating procedures for full-day kindergartens.
- (iii) that the Ministry give priority to the establishment of full-day kindergartens in Compensatory Education schools, and that the present grant structure be amended to provide funding for Boards piloting such full-day kindergarten programmes.

RECOMMENDATION 12

"That the Ministry of Education and school boards adjust current policies on staff professional development, including the use of professional activity days, to ensure that they reflect effective implementation practices."

The Primary Department of the Board of Education for the City of Hamilton has no hesitation in giving its unqualified support to this recommendation since it is already putting it into practice through -

- (i) a long-range professional development programme which supports new and/or revised programmes.
- (ii) needs assessments and surveys to assess teacher's continuing needs as regards the implementation of new curriculum.
- (iii) optional evening in-service sessions, sharing sessions, continuing programme monitoring, provision for classroom visits, planning time on professional development days.
- (iv) in-service through two Professional Organizations...the Hamilton Kindergarten Association and the Association of Primary Teachers.

RECOMMENDATION 17

- a) **"That the Ministry require all certified teachers employed in the Primary Division to hold appropriate Primary Education qualifications or equivalent by September 1990."**
- b) **"That the principals and supervisory officers with responsibility for the Primary Division be encouraged to hold Primary Education qualifications."**

The Primary Department of the Board of Education for the City of Hamilton agrees with this recommendation and states further that the teacher and administrator working with children in the Primary Division should hold recent Primary Specialist Qualifications which include Early Childhood Education Courses and other related courses and/or training needed to meet the unique and special needs of the young child.

RECOMMENDATION 23

- a) **That the Ministry initiate the establishment of Teacher Education Centres....**

The Primary Department of the Board of Education for the City of Hamilton supports the recommendation in principle, believing it would -

- (i) establish consistent curriculum/practicum requirements for teachers specializing in Primary Education.
- (ii) provide a realistic basis for research.
- (iii) improve the quality of early primary education on a long-term basis.
- (iv) provide a much needed interface with teachers' aides, para-professionals and possibly other community workers.

RECOMMENDATION 32

- "That the Ministry of Education require every school board to establish an advisory committee or some other mechanism to make recommendations to the board on matters affecting the development and delivery of programmes and services for primary age children."**

The Primary Department of the Board of Education for the City of Hamilton is in support of an Advisory Committee for Primary Children. In practice however, guidelines will need to be developed that clearly delineate the responsibilities, the membership, the terms of reference of such a committee.

QUESTION 17

- a) That the Ministry should at once issue orders to all primary schools to take steps to improve the quality of their teaching.
- b) That the Ministry should at once issue orders to all primary schools to take steps to improve the quality of their teaching.
- The Ministry's Department of the Board of Education for the City of London is in receipt of the following letter from the Board of Education for the City of London:
- "The Board of Education for the City of London is in receipt of the following letter from the Board of Education for the City of London:

QUESTION 18

- a) That the Ministry should at once issue orders to all primary schools to take steps to improve the quality of their teaching.
- The Ministry's Department of the Board of Education for the City of London is in receipt of the following letter from the Board of Education for the City of London:
- "The Board of Education for the City of London is in receipt of the following letter from the Board of Education for the City of London:

QUESTION 19

- "That the Ministry of Education should at once issue orders to all primary schools to take steps to improve the quality of their teaching.
- The Ministry's Department of the Board of Education for the City of London is in receipt of the following letter from the Board of Education for the City of London:

RECOMMENDATION 30

"That the Ministry of Education in co-operation with school boards, teachers' associations, and community and government agencies develop criteria for the establishment and funding of supervised "extended day" programmes for young children both before and after school, and that the possibilities of differentiated staffing and the introduction of more flexibility into the teacher's working day be explored."

The Primary Department of the Board of Education for the City of Hamilton supports this recommendation in principle since Hamilton has a policy (1978) allowing after school programs in its schools.

We would propose that the Hamilton Board be permitted to pilot before and after school programs co-operatively planned and funded by the Ministry of Education and the Ministry of Community and Social Services; the pilot program to be located within a school designated as requiring Compensatory Education.

CONCLUSION

The purpose of this study is to determine the effect of the various factors mentioned above on the results of the study. The results of the study are presented in the following table. The results of the study are presented in the following table. The results of the study are presented in the following table.

The results of the study are presented in the following table. The results of the study are presented in the following table. The results of the study are presented in the following table.

The results of the study are presented in the following table. The results of the study are presented in the following table. The results of the study are presented in the following table.

Ladies and Gentlemen:

REPORT OF SPEECH PATHOLOGY/CORRECTION SERVICES

PREAMBLE

Speech correction services have been available to the students of Hamilton for the past four decades. In 1980-81, eight speech correction teachers serviced all the schools, elementary and secondary. Their role involved providing assistance to identified students who had articulatory problems such as omissions, substitutions, etc., while the more serious problems were referred to community agencies who employed speech pathologists (Chedoke-McMaster Hospitals and the Child and Adolescent Services). Such involvement meant that the students missed some school time as they travelled from their schools to the facility for therapy.

Beginning in September, 1983, as part of the Board Plan prepared for the implementation of Bill 82, a speech pathologist was employed by the Board and, the staff of speech correction teachers was decreased by one. The speech pathologist provided the following service:

- in-depth speech and language assessments to students referred by the speech correction teachers.
- in-depth speech and language assessments as well as therapy for the students in the four Language and Speech Improvement Classes.
- in-service for the system regarding speech and language difficulties.

The employment of the speech pathologist was also to assist students with mild to moderate language problems who were at risk for learning and/or reading problems. Such students usually do not remediate without intervention. While the speech correction teachers serviced students with mild articulation problems, students with severe language and speech problems were seen by the speech pathologist. In addition, the speech pathologist was also involved with the trainable retarded program, in terms of individual students and the staff in the form of programming strategies.

Following a review of the impact of the speech pathologist on the system, the following areas of concern emerged:

- the need for a Primary Language and Speech Improvement Class.
- an additional speech pathologist to expand the service.
- a Kindergarten Language Screening Project to identify students with mild or moderate language problems.
- more in-service to assist regular class teachers.

In September, 1984, an additional speech pathologist was employed and, the number of speech correction teachers was reduced to six for a total of two speech pathologists and six speech correction teachers in the Speech and Language Department.

With the reduction of the speech correction teachers, it became impossible for the remaining speech correction teachers to provide the same service to the system as before the advent of pathologists. During 1980-81 for example, they were involved with approximately 3 000 students while in 1984-85 the number had dropped to 1 800 students. This caused the speech correction teachers frustration since it was physically impossible for six staff to do the work of eight.

CURRENT STATUS

The current Speech Department staff consists of three speech pathologists and five speech correction teachers to service the students in Hamilton. Thus the total number of staff, eight, has not changed. What has changed is the specialization within the Department.

The addition of the speech pathologists and the reduction of the speech correction teachers necessitated a shift in the role of the speech correction teachers. In consultation with the staff beginning September, 1985, a delivery of service model for speech correction services was implemented as follows:

- THE GOALS

- To deliver a more effective service with the resources available.
- To provide more intensive articulation therapy to students with mild to moderate articulation difficulty.
- To provide an opportunity for the transfer to the classroom situation the skills taught in therapy in order to provide continual remediation.

- THE DELIVERY OF SERVICE MODEL

The primary focus of the speech correction teacher is to screen the Kindergarten students and to work with students of levels one through three (primary division). Some students at levels four, five and six (junior division) would be involved but these would be special cases.

There would be weekly contact with these students. Working groups may be of one to four students for more intensive remediation.

Written communication between the speech correction teacher and the classroom teacher would allow for awareness of the difficulty being remediated and follow through for programming into the classroom and thus continuity of service.

In December 1974, an additional speech pathological was employed and the
ratio of speech therapists to pupils was raised to one to a hundred of the
speech therapists and the speech correction center in the speech and
language department.

With the introduction of the speech correction center in the speech department for
the training speech therapists to pupils the ratio was raised to one
speech therapist to a hundred of pupils. During 1975-76 the speech and
language department was reorganized and the ratio was raised to one
speech therapist to a hundred of pupils. This caused the speech correction center
to be moved to a new location. This caused the speech correction center
to be moved since it was physically impossible for the ratio to be raised to
one.

CURRENT STATUS

The current speech department staff consists of about twenty-five and
five speech correction teachers to serve the students in the speech and
language department. The total number of staff, not including the
specialists within the department.

The addition of the speech pathologists and the reduction of the speech
correction teachers resulted in a shift in the role of the speech correction
center. In consultation with the staff speech department, 1975,
a survey of service model for speech correction services was implemented
as follows:

THE SURVEY

- To deliver a more effective service with the resources available.
- To provide more effective service with the resources available.
- To provide more effective service with the resources available.
- To provide more effective service with the resources available.
- To provide more effective service with the resources available.
- To provide more effective service with the resources available.

THE DELIVERY OF SERVICE MODEL

The primary focus of the speech correction center is to provide the
speech correction services to pupils with speech and language
disorders. The speech correction center is to provide the
speech correction services to pupils with speech and language
disorders.

There would be weekly contact with these students. Weekly contact may
be on one to one basis or in small groups.

With the reorganization between the speech correction center and the
speech and language department, the ratio of the speech and
language department was reorganized and the ratio was raised to one
speech therapist to a hundred of pupils. This caused the speech correction
center to be moved since it was physically impossible for the ratio to be raised to
one.

Students in middle and secondary schools are serviced by the Speech Department on a referral basis only.

The trainable retarded population -- segregated schools and satellite programs -- are serviced by Mrs. Mary Ellen Thompson, Speech Pathologist, who assesses students and consults with classroom teachers around appropriate communicational programming for their students.

- **IMPLEMENTATION OF THE DELIVERY OF SERVICE MODEL**

The following procedures were implemented as part of the delivery of service model.

- **Referral Process.** Students continued to be referred by the speech correction teacher, Principal/Vice-Principal and/or Diagnostic and Remedial Teams.
- **The Role of the Diagnostic and Remedial Team.** It is the responsibility of the Principal/Vice-Principal to prioritize the needs for speech and language assessments within the school.

When possible, it is recommended that the Speech/Language Pathologist attend the Diagnostic and Remedial Team meeting in order to provide feedback relative to the assessment. Recommendations for programming can also be discussed at that time.

- **Direct Service.** Students receive direct assistance from speech/language staff on a regular withdrawal basis in the Language and Speech Improvement Classes and the Total Communication Class.
- **Direct/Indirect Service.** Students are seen on a regular basis by speech/language staff to evaluate progress and assist with program implementation but on-going assistance (i.e., daily/weekly programming) is provided by other educational personnel (classroom teacher, special education teacher, teacher-aides).
- **Indirect Service.** Following the initial assessment, recommendations for intervention in the classroom and/or home are provided by speech/language staff but the student is not seen directly on a regular basis.
- **Support Service.** Because speech and language difficulties affect academic areas, the communication between speech/language staff and other support staff is of prime importance. Consultation and case conferencing of individual student needs will continue as needed with educational personnel.
- **School Health Support Services.** Referrals to School Health Care Services will continue for specific individuals who meet specific criteria. This type of referral will be initiated by the Speech/Language Pathologist in consultation with the Principal/Vice-Principal and the parent(s).

It should be noted that the following are not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

1. THE PURPOSE OF THE DELIVERY OF THE GOODS

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The following are the main points of the law - the law is not intended to be a substitute for the law, but rather a guide to the law.

The delivery of service model means, at the school level, that:

- the emphasis for speech correction will be concentrated at the primary/junior level.
- speech correction teachers will visit middle schools where students have been referred who exhibit moderate to severe articulatory problems.
- secondary schools will be involved on a referral basis only.
- trainable retarded students will be serviced by the speech pathologist.
- in order that the speech correction teachers can visit schools on a weekly basis, the number of students they will be servicing will be reduced to those with the most need.
- the involvement with the students will continue to be on an individual and/or small group basis.

SUMMARY AND FUTURE DIRECTIONS

With the change in provincial legislation placing the responsibility on local school boards to provide special education services for all exceptional students, there is an increased need for the expertise of speech pathologists in an interdisciplinary approach to service delivery. Beginning with the roots in speech correction, assessments and intervention/programming for students with communication problems are now expected.

Communicatively, language impaired students often demonstrate problems which affect academic, social and emotional development. Some of these communication problems include language learning disabilities, phonological disorders, fluency and voice disorders. These disorders can manifest in regular classes as well as special education classes.

In the past, most students with speech/language disorders were serviced in community clinics and hospitals. This delivery of service model was problematic for several reasons. For example, some students lost excessive academic hours due to length of time in transit from school to hospital. Other students did not receive the service due to parents inability to provide transportation to these agencies, especially when lengthy trips were involved. Most importantly, the behaviours learned by the students who received therapy at these agencies were difficult to transfer to the classroom due to the limited access of the teacher to the speech and language pathologist involved. This therapist-teacher interaction is important because the most effective learning of new speech and language behaviours is accomplished when integrated into daily activities in the classroom as well as at home.

The academic performance of students with speech/language problems is adversely affected because of the demands of the early school curriculum in the primary/junior division are largely linguistic in nature and, these demands increase in later school curriculum. Recent research indicates that there is a direct relationship between oral and written language skills. This research has shown that students with early oral language problems later exhibit reading, writing and spelling problems. Oral speech/language goals established by an educational speech and language pathologist can then be transferred to written language goals.

The majority of research studies have, in the main, been

- 1. The majority of research studies have, in the main, been
- 2. The majority of research studies have, in the main, been
- 3. The majority of research studies have, in the main, been
- 4. The majority of research studies have, in the main, been
- 5. The majority of research studies have, in the main, been
- 6. The majority of research studies have, in the main, been
- 7. The majority of research studies have, in the main, been
- 8. The majority of research studies have, in the main, been
- 9. The majority of research studies have, in the main, been
- 10. The majority of research studies have, in the main, been

Summary and final conclusions

It is the aim of this study to provide a comprehensive overview of the current state of research in the field of language acquisition. The study is organized into three main sections: a review of the literature, a description of the methodology used, and a discussion of the results. The literature review covers the theoretical and empirical work on language acquisition, with a particular focus on the role of the environment and the innate language faculty. The methodology section describes the data sources and the statistical methods used to analyze the data. The results section presents the findings of the study, which show that the environment plays a significant role in language acquisition, but that the innate language faculty also contributes to the process.

The study has several limitations, which are discussed in the conclusion. First, the sample size was relatively small, which may have affected the generalizability of the results. Second, the study was cross-sectional, which means that it only provides a snapshot of the data at a single point in time. Finally, the study did not control for all possible confounding variables, which may have influenced the results. Despite these limitations, the study provides valuable insights into the process of language acquisition and highlights the importance of the environment in this process.

In the next section, we will discuss the implications of the study for language education. The findings suggest that language education should focus on providing a rich and varied linguistic environment for children, rather than relying solely on formal instruction. This means that parents and teachers should engage children in meaningful conversations and provide them with opportunities to use language in a variety of contexts. Additionally, the study suggests that language education should be tailored to the individual needs and interests of each child, rather than following a one-size-fits-all approach. By taking these steps, we can help children develop strong language skills and a love of learning.

The study also has implications for the field of linguistics. The findings suggest that the innate language faculty is not as strong as previously thought, and that the environment plays a more significant role in language acquisition than has been recognized. This challenges the long-standing view of language as a purely innate faculty and suggests that language is a more complex and socially mediated process than we have previously understood. Further research is needed to explore these findings in more detail and to develop a more comprehensive theory of language acquisition.

Since remediation of speech/language problems does have a significant impact on academic success and since carryover in the school situation is best achieved in the classroom, it is necessary to develop a comprehensive delivery of service model which will more effectively meet the identified speech/language needs of students within our Board.

A comprehensive delivery of service model should include the following:

- assessment
- consultation to teachers for in-class programming
- more specific and on-going program planning for learning resource teachers and other resource personnel
- direct language and speech therapy with students in classes exclusive of the Language and Speech Improvement Class
- integral involvement with the Language and Speech Improvement Classes including direct language and speech therapy
- a comprehensive screening program for students in primary grades for early detection and remediation of speech and language problems

If the current compliment of eight staff in the Speech Department is to be maintained, the role of the speech pathologists and the speech correction teachers must be adapted to meet the needs across the system.

The Special Education Department is well aware of the following issues:

- the length of time between initiation of a referral, the assessment and the feedback.
- the need to reassess students identified as having mild to moderate language and speech problems in order to monitor progress.
- the need for provision of direct speech and/or language therapy for moderately impaired students who are able to function in a regular classroom.
- the need for provision of direct speech and/or language therapy for moderately to severely impaired students in other special education classes.
- the need to monitor language problems for students working with learning resource teachers.
- the awareness that, as a result of fewer speech correction teachers, they will not be able to see all students in all schools as in the past.

Thus this entire area of the service expected versus the service that can be realistically provided is being assessed by the Special Education Department and the principals, keeping in mind the role of the Health Care Services (Home Care) as a service provider of speech therapy. Much input is currently being evaluated in order to provide the best services available based upon a combination speech correction/pathologist model.

Since the purpose of the Special Education Department is to provide a continuum of services to students with disabilities, it is necessary to develop a continuum of services that will meet the needs of students with disabilities.

A continuum of services for students with disabilities is as follows:

- assessment
- consultation to teachers for in-class programming
- more specific and intensive services for learning disabilities
- resource and other services
- direct language and speech therapy with students in classes
- direct language and speech intervention class
- intensive intervention with the language and speech intervention classes
- including direct language and speech therapy
- a comprehensive screening program for students in primary grades for early detection and remediation of speech and language disorders

It is the current commitment of the Special Education Department to be involved in the role of the speech pathologist and the speech teacher to meet the needs of students with disabilities.

The Special Education Department is well aware of the following issues:

- the length of time between initiation of a referral, the assessment and the feedback.
- the need to provide students identified as having difficulties in language and speech services in order to monitor progress.
- the need for provision of direct speech and/or language therapy for students who are unable to function in a regular classroom.
- the need for provision of direct speech and/or language therapy for students who are unable to function in a regular classroom.
- the need to monitor language progress for students working with language resource teachers.
- the awareness that as a result of their speech correction therapy, they will not be able to use all students in all schools as in the past.

That this entire area of the service provided within the Special Education Department is being reviewed by the Special Education Department and the principals, leading to a new role of the Special Education Department (now LSP) as a service provider in speech therapy. This role is currently being evaluated in order to provide the best possible available service to students with speech communication disorders.

RECOMMENDATION

It is recommended that this report be received for the purpose of information.

PART II

Approved by: A. J. Krever
Director of Education

Prepared by: P. S. Beveridge
Associate Superintendent of
Curriculum and Special Services

R. G. Adams, Supervisor
Special Education Department

SECRET

It is recommended that this report be reviewed for the purpose of
information.

Approved by: A. J. Kline
Director of Education

Reviewed by: J. C. Haverstick
Special Agent in Charge
Federal Bureau of Investigation
U. S. Department of Justice

Education Centre
100 Main Street West
Hamilton, Ontario
1986 05 26

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Shirley Aslanian-Schulz, 1986 05 14 to 1986 06 27

Lucy Cook, 1986 04 01 to 1986 05 02, and

1986 05 05 to 1986 05 16 (.5)

Joanne Eaton, 1986 04 30 to 1986 05 23, and

1986 05 26 to 1986 06 06 (.5)

Yvonne Guest, 1986 04 22 to 1986 05 20

Barbara Johnston, 1986 04 28 to 1986 05 30, and

1986 06 02 to 1986 06 06 (.5)

Maria Marazia, 1986 06 02 to 1986 06 27

Joyce McIntosh, 1986 05 12 to 1986 06 27

David Neil, 1986 04 14 to 1986 06 27

(b) That the appointment of the following teachers to the Occasional Staff, approved at previous meetings, be changed, to become effective as shown:

Elizabeth Beaudoin, 1986 05 13 to 1986 06 27

Margaret F. Fleet, 1985 09 17 to 1986 06 27

Lynne MacDonald, 1986 03 20 to 1986 05 01, and

1986 05 05 to 1986 27 (.5)

Jody S. McGuffin, 1986 03 19 to 1986 05 09

Toni Major, 1986 01 06 to 1986 06 27

Executive Order
100-100,000,000
Executive Order
100-100,000,000

To the President and the
the President and the
the President and the
the President and the

the President and the

Article 1

I have the honor to certify the following amendments to the Constitution.

Amendment of the Constitution

(a) That the following amendments be adopted for the President's term of office, with effect on the date of adoption.

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

(b) That the amendments to the following sections of the Constitution be adopted for the President's term of office, with effect on the date of adoption.

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

Article 1, Section 1, Clause 1, to read as follows:

(c) That the following teachers be appointed to the Probationary Staff, effective 1986 09 01, with salaries according to schedule:

Elisa M. Beltrame

Monique M. Giroux

Yvonne P. Guest

Diane Parente (.5)

Gisèle Portelance

Anne C. Trivers

(d) That the timetable of B. Kathleen Hann that was increased from .5 to 1.0 effective 1986 04 28, be changed to become effective 1986 05 01.

(e) That the appointment of Linda Hall from half time Consultant of English to full-time, commencing 1986 09 01, be approved.

(f) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Adrienne Archer, 1986 09 01

Jeanette Horlacher, 1986 09 01

Marilyn Marshall, 1986 09 01

Grace Mathieson, 1986 07 29

Sheri Selway, 1986 06 02

Suzanne Sharrett, 1986 07 14

(g) That the request of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Jessie Bullis, 1986 09 01 to 1987 08 31

Mary Law, 1986 09 01 to 1987 08 31

Catherine Reid, 1986 07 07 to 1987 08 31

Brenda Southward, 1986 09 01 to 1986 12 31

(h) That the requests of the following teachers for Personal Leaves of Absences, effective as shown, be granted:

Elizabeth McQueen, 1986 09 01 to 1987 08 31

Joanne Smees, 1986 09 01 to 1987 08 31

(i) That the request of Deborah Atkins for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves and that this Leave be followed by a Leave of Absence for parental reasons, effective 1986 07 11 to 1986 12 29.

1. That the following teachers be appointed to the elementary staff, effective 1985-86, with salaries according to schedule:

Ellen M. Higgins

Monique M. Brown

Thomas E. Jones

Glenn Jones, Jr.

Charles Williams

John L. Brown

2. That the salaries of 5 teachers listed above be increased from \$21,750 effective 1985-86, to \$22,500 as shown in schedule 1985-86.

3. That the accounts of 10 listed teachers for the year 1984-85 be audited and the results reported to the Board of Education.

4. That the following teachers be removed from a list of names and salaries attached hereto, effective as shown:

William H. Brown, 1985-86

James Williams, 1985-86

William H. Brown, 1985-86

Glenn Jones, Jr., 1985-86

John L. Brown, 1985-86

James Williams, 1985-86

5. That the request of the following teachers for increases of their salaries be denied, effective as shown, as provided:

James Jones, 1985-86 to 1987-88

Mary Lee, 1985-86 to 1987-88

William H. Brown, 1985-86 to 1987-88

Glenn Jones, Jr., 1985-86 to 1987-88

6. That the request of the following teachers for increases of their salaries be denied, effective as shown, as provided:

William H. Brown, 1985-86 to 1987-88

James Jones, 1985-86 to 1987-88

7. That the request of James Jones for a higher level of salary be granted in accordance with the salary schedule for teachers and that the salary of James Jones be increased to \$22,500 effective 1985-86.

(j) That Murray Quinn be returned to the position of Elementary School Principal commencing 1986 09 01.

(k) That Kenneth W. Bain be appointed to Acting Vice-Principal of an Elementary School, commencing 1986 09 01.

(l) That the resignations of the following teachers, effective as shown, be accepted with regret:

Susan M. Atkins, 1986 08 31

Judith I. Bain, 1986 08 31

Jane C. Beyer, 1986 08 31

Mary Beth Doyle, 1986 06 30

Wendy J. Milton, 1986 08 31

Ferdinand J. Numan, 1986 06 30

Marleen S. Warne, 1986 08 31

(m) That the request of Bernice O. Weber who is retiring on superannuation, effective 1986 06 30, be accepted with regret.

(n) That the request of June M. Outram for an extension of her Disability Leave, effective 1986 09 01 to 1987 08 31, be granted.

(o) That the request of Lauren Tindall for an extension of her Leave of Absence in order to serve again as President of the Hamilton Women Teachers' Association, effective 1986 09 01 to 1987 08 31, be granted.

(p) That the request of Marguerite Kula for a Leave of Absence to carry out duties in the office of EPC Chairman of the Hamilton Teachers' Federation, effective 1986 09 01 to 1987 08 31, be approved.

(q) That Doreen Walsh be granted a Disability Leave of Absence, effective 1986 03 24.

(r) We regret to announce the death of Mr. Richard Hill, a teacher at Gibson School, on 1986 05 01.

(s) We regret to announce the death of Mr. Mearl L. Thomson, a Principal at Prince Philip School, on 1986 04 04.

(t) That the term contract of Computer Consultant, Mariam Ali be extended for an additional two years commencing 1986 09 01 to end 1988 06 30.

(u) That an Elementary School Principal be asked to attend the French Immersion program at La Pocatière in Quebec from 1986 07 07 to 1986 08 15, and that program fees of \$680.00 and transportation costs be paid by the Board of Education.

(v) That the timetable of Dwayne Horning be increased from half-time to full-time, effective 1986 05 26.

(w) That the request of Diane McKenzie for a Maternal Leave of Absence, effective 1986 09 02 to 1986 12 29, be granted in accordance with conditions governing Maternal Leaves.

(x) That the request of Diane Kozak for a Leave of Absence for Study Purposes, effective 1986 09 01 to 1987 08 31, be approved.

(y) That the resignation of the following teacher who is retiring on superannuation, effective 1986 06 30, be accepted with regret and that she be considered for gratuity in accordance with the Board's plan:

Margaret J. Laidlaw

(z) That the following trips be approved:

- (i) Lawfield, Grade 8, Quebec City, 1986 10 22-25. (Wednesday to Saturday)
- (ii) Ryerson, Grade 8, Stratford, 1986 10 17 (Friday)
- (iii) Tweedsmuir, Grade 8, Interlaken Olympia Sports Camp, Huntsville, Outdoor Education, 1986 06 11-13. (Wednesday to Friday)
- (iv) Viscount Montgomery, T.M.R., Wilmot Centre School, (far side of Kitchener), 1986 06 05. (Friday)
- (v) Viscount Montgomery, Grade 7, Ottawa, 1986 06 04-06. (Wednesday to Friday)
- (vi) Viscount Montgomery, Grade 8, Outdoor Education, Kilcoo Camp, Minden, 1986 06 04-07. (Wednesday to Saturday)
- (vii) Ryerson, French Immersion Grade 8, St. Donat, Quebec, 1987 01 11-14. (Sunday to Wednesday)

PART II

Superintendent of Curriculum & Special Services

(a) That \$1265.00 be allocated for as many teachers as possible to attend the "Annual Provincial Conference of the Society of Education Through Art '86 (OSEA)" to be held at Hamilton, Thursday evening, 1986 10 23 to Saturday, 1986 10 25.

(b) That one junior consultant attend the "Training Workshop in Cross Cultural Communication" to be held at Hamilton, Monday, 1986 06 23 to Wednesday, 1986 06 25 and that \$35.00 be paid towards registration.

(c) That one vice-principal attend the "Achieving Excellence Workshop" to be held at Hamilton, Wednesday, 1986 06 11 and that \$95.00 be paid towards registration (Staff Development).

12. That the Committee of Experts, having its headquarters in London, is authorized to receive and consider applications for membership in the Commission.

13. That the request of the Government of the United Kingdom for a permanent seat on the Committee of Experts, in accordance with the provisions of the Statute, is hereby approved.

14. That the request of the Government of the United Kingdom for a permanent seat on the Committee of Experts, in accordance with the provisions of the Statute, is hereby approved.

15. That the request of the Government of the United Kingdom for a permanent seat on the Committee of Experts, in accordance with the provisions of the Statute, is hereby approved.

Paragraph 1. Annex

(a) That the following table is approved:

- (i) Lasting, Grade 2, Grade 2, 1952 to 1953 (Wednesday to Friday)
- (ii) Revision, Grade 2, 1953 to 1954 (Friday to Sunday)
- (iii) Revision, Grade 2, 1954 to 1955 (Monday to Wednesday)
- (iv) Revision, Grade 2, 1955 to 1956 (Thursday to Saturday)
- (v) Revision, Grade 2, 1956 to 1957 (Sunday to Tuesday)
- (vi) Revision, Grade 2, 1957 to 1958 (Wednesday to Friday)
- (vii) Revision, Grade 2, 1958 to 1959 (Saturday to Monday)
- (viii) Revision, Grade 2, 1959 to 1960 (Tuesday to Thursday)
- (ix) Revision, Grade 2, 1960 to 1961 (Friday to Sunday)
- (x) Revision, Grade 2, 1961 to 1962 (Monday to Wednesday)
- (xi) Revision, Grade 2, 1962 to 1963 (Thursday to Saturday)
- (xii) Revision, Grade 2, 1963 to 1964 (Sunday to Tuesday)
- (xiii) Revision, Grade 2, 1964 to 1965 (Wednesday to Friday)
- (xiv) Revision, Grade 2, 1965 to 1966 (Saturday to Monday)
- (xv) Revision, Grade 2, 1966 to 1967 (Tuesday to Thursday)
- (xvi) Revision, Grade 2, 1967 to 1968 (Friday to Sunday)
- (xvii) Revision, Grade 2, 1968 to 1969 (Monday to Wednesday)
- (xviii) Revision, Grade 2, 1969 to 1970 (Thursday to Saturday)
- (xix) Revision, Grade 2, 1970 to 1971 (Sunday to Tuesday)
- (xx) Revision, Grade 2, 1971 to 1972 (Wednesday to Friday)

Part II

Composition of the Committee of Experts

16. That the Committee of Experts shall be composed of the following members: (a) The President, who shall be elected by the Committee of Experts for a period of five years.

(b) The Vice-President, who shall be elected by the Committee of Experts for a period of five years.

(c) The Secretary, who shall be appointed by the Committee of Experts for a period of five years.

(d) That one teacher attend the "Canadian Daily Newspaper Publishers Association National Newspapers in Education Conference" as a presenter, to be held at Halifax, Nova Scotia, Tuesday, 1986 06 24 to Friday, 1986 06 27 at no cost to the Board.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one principal and one teacher to attend "The Corsini 4-R System Conference" held at Toronto, Wednesday, 1986 05 28 and that \$70.00 each be paid towards registration and expenses, be approved.

(f) That the Supervisor of Primary/Junior and four Primary/Junior Consultants attend the "Canadian Association of Young Children Conference to be held at London, Ontario, Thursday, 1986 11 06 and that \$45.00 each be paid towards registration.

(g) That one Primary Consultant attend the "Canadian Association for Young Children Conference" to be held at London, Ontario, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that \$150.00 be paid towards registration.

(h) That four teachers attend the "Canadian Association of Young Children Conference" to be held at London, Ontario, Friday, 1986 11 07 to Saturday, 1986 11 08 and that \$225.00 each be paid towards registration and expenses.

(i) That two teachers attend the "Ontario Association for Mathematics Education Leadership Conference" to be held at Mississauga, Wednesday, 1986 10 22 to Friday, 1986 10 24 and that \$190.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one teacher to attend the Special Education '86 Conference held in Toronto on Thursday, 1986 05 08 and Friday, 1986 05 09 be approved and that \$160 be paid towards the cost of registration and expenses.

(b) That one teacher attend the Creative Problem Solving Weekend to be held in Toronto from Friday, 1986 06 06 to Sunday, 1986 06 08 and that \$150 be paid towards the cost of registration and expenses.

(c) That one teacher attend the "Second Annual Individual Program Planning Conference" to be held at Toronto, Wednesday, 1986 05 28 and that \$75.00 be paid towards registration and expenses.

12. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

13. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

14. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

15. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

16. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

17. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

ARTICLE IV - GENERAL PROVISIONS

18. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

19. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

20. That the Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, agreements, and other instruments, and to do all such acts and things as may be necessary or proper to carry out the business of the Corporation.

REPORT OF THE
TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Canon J. Rogers (Chairman);
Trustees Deans and Van Horne;
Drs. Jacobs and Morris.

Not
Present: Mrs. Jensen.

Also
Present: Trustee J. Ruddle.

Officials
Present: Mr. P. Beveridge (Associate Superintendent of Curriculum and
Special Services),
Mr. B. Adams (Supervisor, Special Education),
Miss T. Myatt (Administrative Assistant to the Director),
Mr. D. Kelterborn (Administrative Officer, Business Services).

The Committee recommends:

PART II

- (a) That the Trainable Retarded Children's Advisory Committee supports the following recommendations of the Review and Analysis Committee concerning the Proposed Closure of Southview School:
- (i) That Southview School be closed effective 1986 06 30.
 - (ii) That Administration expedite the transferring of three classes as satellite programs in mountain school locations; namely:
 - the total communication class to an elementary school
 - the primary developmental class to an elementary school
 - the developmental class to a secondary school
 - students be transferred to other appropriate programs.

Respectfully submitted,

Canon J. Rogers,
Chairman.

Committee Room,
1986 05 26.

REPORT AND RECOMMENDATIONS FROM
THE REVIEW AND ANALYSIS COMMITTEE
CONCERNING THE PROPOSED CLOSURE OF
SOUTHVIEW SCHOOL



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REPORT AND RECOMMENDATIONS
FROM THE REVIEW AND ANALYSIS COMMITTEE
CONCERNING THE PROPOSED CLOSURE
OF SOUTHVIEW SCHOOL

To The Chairmen of the Board of Education Committees and
Board Officials and Trustees

TABLE OF CONTENTS

1. Review and Analysis Committee
2. Chairman's Remarks
3. Chronology of Meeting Dates
4. Identification and Rationale for Study for Closure
5. Summary of Parental Concerns
6. Placement Alternatives
7. Possible Pupil Placements as per September 1986
8. Transportation Implications
9. Staff Considerations
10. Cost Analysis
11. Recommendations

REVIEW AND ANALYSIS COMMITTEE

Chairperson of Committee:

Gary Field
Parent

Committee Members:

- Judith Bishop
Chairman of SEAC
- Canon Joseph Rogers
Chairman of TRAC
- June Deans
Trustee
- Peter Kennedy
Trustee
- Ann Koens
Parent
- Malcolm Livingstone
Parent
- Dr. Jim Morris
Hamilton & District
Association for the
Mentally Retarded
- Jim Forrester
Area Superintendent
- Bob Adams
Supervisor of Special Education
- Eric Hipkiss
Consultant, Special Education
- Wanda McLaren
Principal, Southview School

STATE OF NEW YORK

(In the Court of Sessions)

County of New York

Indictment

John Doe

Defendant

vs.

The People

Complainant

Charge

That the Defendant

is guilty of

the crime of

murder in the

second degree

CHAIRMAN'S REMARKS

Our committee was an extremely co-operative group of parents, trustees and board officials. We met to discuss, analyze and make recommendations on the future plans for the students of Southview School.

The building itself appeared to be spotlessly clean and well maintained. The classrooms were well equipped and reflected the competence and energy of an involved, enthusiastic staff.

Due to the declining enrolment, it was felt that the needs of the students would be met at other available facilities and/or by integration. A new program for some students to reduce transportation time and ensure long term stability was recommended. After discussion with parents and the Board Accommodation Committee the following plan seems the most feasible solution.

Our committee took their task as an extremely serious one and attempted to meet all parental as well as mandated concerns.

The logical problem solving procedure of this committee was a valuable learning experience for me and hopefully for the other members. I wish to thank all the members for their time and effort. I hope our assessment of the situation will help the school board to make their decisions.

Respectfully yours,

Gary Field, Chairman,
Review and Analysis Committee.

MEETINGS REGARDING
POSSIBLE CLOSURE OF
SOUTHVIEW SCHOOL

PUBLIC MEETING

1986 04 03 7:30 P.M. Southview School

REVIEW AND ANALYSIS COMMITTEE

1986 04 16 7:00 P.M. Southview School

1986 04 30 7:00 P.M. Southview School

1986 05 14 7:00 P.M. Southview School

IDENTIFICATION AND RATIONALE
FOR STUDY FOR CLOSURE

It was recommended by the Board of Education on 1986 03 13 that Southview School be studied for closure.

There have been several contributing factors to the declining pupil enrolment experienced at the school. These include:

- the success and consequent expansion of satellite programs
- the changing positive attitudes toward the retarded and subsequent increased placements in regular education school settings
- the increased accommodation of children from the Wentworth County and Hamilton-Wentworth Roman Catholic Separate School Boards within their respective schools
- parental and societal expectations as a result of recent Special Education legislation
- general school population decline

The present enrolment is 36 pupils, eight of whom are graduating to a senior program in June 1986. This indicates that, without any additional expansion of satellite programming, the school would be operating at approximately 23% capacity.

The school personnel in conjunction with the Special Education Department, early in the 1985-86 school year, identified two existing classes for transfer as satellite classes for September 1986. This would reduce the enrolment by an additional 14 pupils leaving the school at an operating capacity of less than 12%.

SUMMARY OF
PARENTAL CONCERNS

Parental concerns were basically related to two key issues, namely:

- the location of alternative placements relative to reasonable travel time and distance
- the stability of the recommended alternate sites recognizing the pupils' need for consistency in program, location and personnel

Other concerns included:

- the staff reallocation
- specific program equipment needs
- structural modification to accommodate physically handicapped pupils

PLACEMENT ALTERNATIVES

The Special Education Department has supported the school personnel in a proposal presented early this school year that suggested the following placement changes:

the total communication class should be placed in an elementary school so as to provide a speaking environment to enhance learning

the primary developmental class should be placed in an elementary school in response to parental requests

The Review and Analysis Committee recognizes that there is an additional number of children for whom travel time to Fairview School could be detrimental to their education. Thus, a recommendation to establish a developmental class in a mountain secondary school providing program continuity to age twenty-one. The possibility of the class benefiting from the secondary school resources such as Co-op, Family Studies and student volunteer programs would be investigated.

Minimal structural modifications to washrooms, etc. in satellite schools will be required. Monies for this have been included in the current budget.

POSSIBLE PUPIL PLACEMENTS
AS PER SEPTEMBER 1986

Satellite Classes

Elementary

Queen Victoria (Junior Class)	2
Linden Park (Communication Class)	8
Lisgar (Primary Development Class)	6

Secondary

Hill Park/Westdale (Peer Tutoring Program)	5 (second semester)
Hill Park (Development Class)	5

Special School

Fairview	5
Vincent Massey	4

Other

Glenwood	<u>1</u>
----------	----------

TOTAL	36
-------	----

TRANSPORTATION IMPLICATIONS

The attached map indicates enrolment survey information for the students presently registered, deleting the graduating class.

Transportation to Fairview School for the children in the lower city - west and central, would not increase travel time or distance.

Satellite placements established for the total communication, primary developmental and junior developmental classes located in mountain schools would provide, without increased travel time or distance, for the majority of the children living on the mountain, in the lower city east of Ottawa Street and in Stoney Creek.



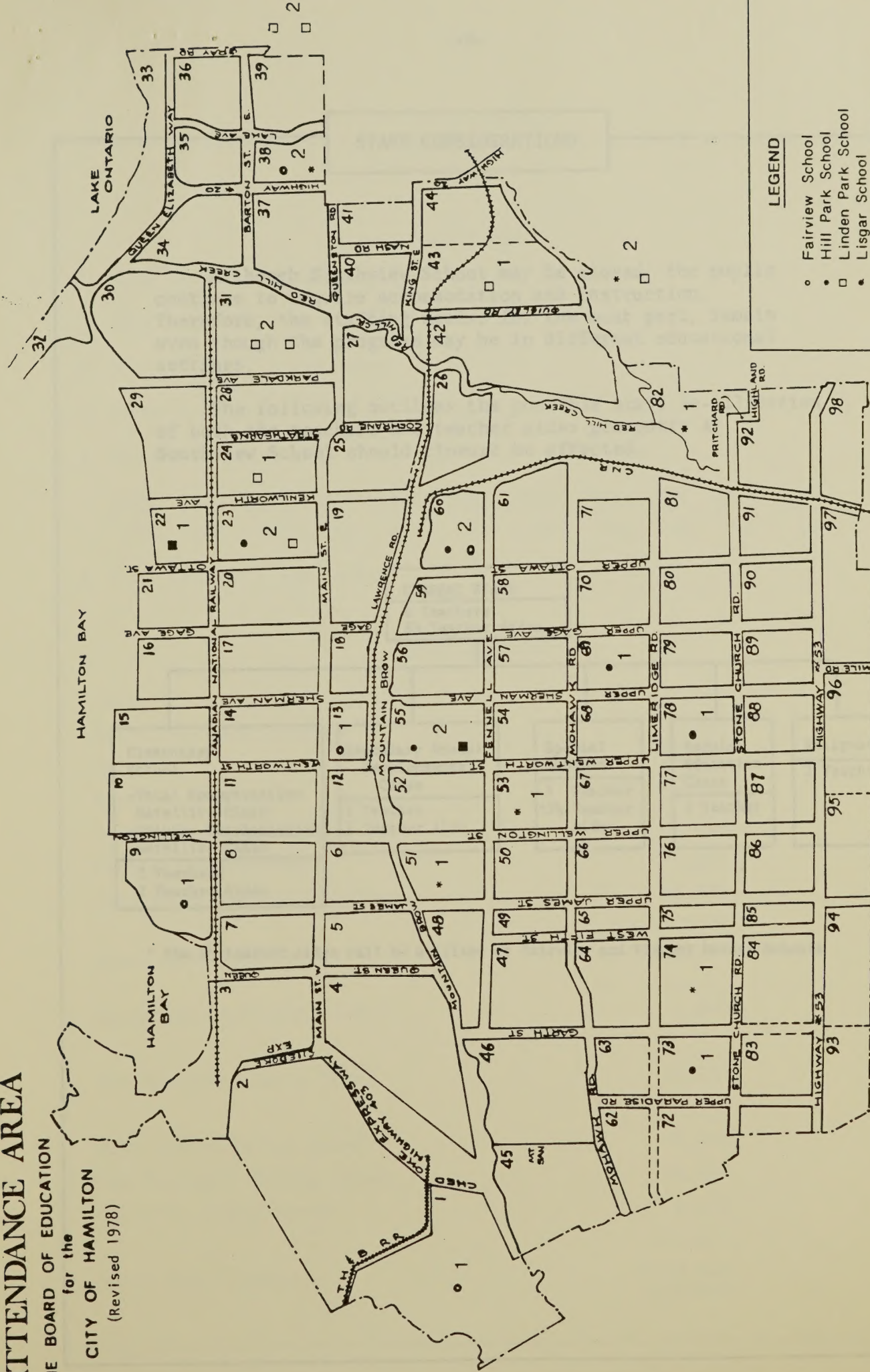
ATTENDANCE AREA

THE BOARD OF EDUCATION

for the

CITY OF HAMILTON

(Revised 1978)



LEGEND

- Fairview School
- Hill Park School
- ◇ Linden Park School
- △ Lisgar School
- Queen Victoria School

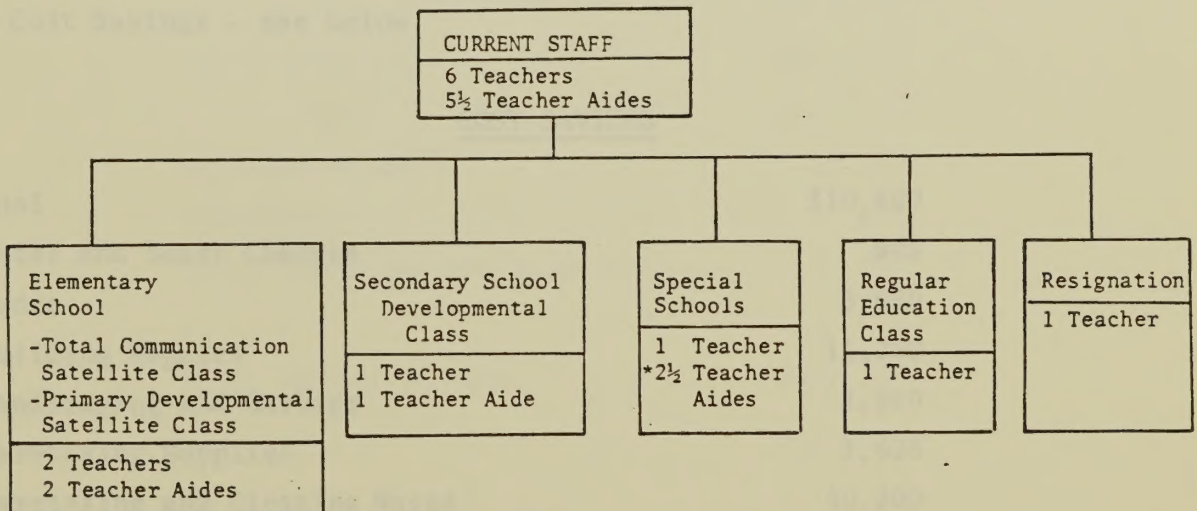
(1) Glenwood School

The numbers represent the number of students living in each attendance area. The noted placements are as of 1986 05 22 and could change following Identification, Placement and Review Committee Reviews.

STAFF CONSIDERATIONS

Although Southview School may be closed, the pupils continue to require accommodation and instruction. Therefore, the staffing needs, for the most part, remain even though the programs may be in different educational settings.

The following outlines the possible staff re-allocation of both the teachers and teacher aides presently at Southview School should closure be effected.



* the 2½ teacher aides will be utilized at Fairview and Vincent Massey Schools

COST ANALYSIS

STATISTICS

1. Date Opened - Hamilton Board took over in 1969
2. Addition - 1971
3. Size of Site - 1.99 acres
4. Present Enrolment - 37
5. Enrolment since 1975:

<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
118	109	108	106	104	93	78	90	54	42	37

6. Cost Savings - see below

COST SAVINGS

Fuel	\$10,800
Water and Sewer Charges	975
Hydro	3,650
Building Repairs	11,200
Landscaping and Garbage	1,950
Caretaking Supplies	1,625
Caretaking and Cleaning Wages	40,900
Gross Operating Costs	71,100
Operating Cost when Closed	7,800
Net Operating Costs Saved	63,300
Principal's Salary Saved	49,603
Two Teachers' Salary Saved	68,000
Clerical Salary Saved	8,000
Total Saved Annually	<u>\$188,903</u>

COST ANALYSIS

COST PER PUPIL

SALARIES

Principal	\$ 49,603
Teachers	186,834
Aides	67,881
Caretaking and Cleaning	40,000
Clerical	8,000

Total Salaries	\$353,218
----------------	-----------

Employee Benefits	19,974
Telephones	555
Plant Operation and Maintenance	30,200

TOTAL OPERATING COST	\$403,947
----------------------	-----------

Enrolment - 1985 09 30 - 37

Average Direct Cost Per Pupil - \$10,917.49

RECOMMENDATIONS

THE REVIEW AND ANALYSIS COMMITTEE RECOMMENDS:

1. THAT SOUTHVIEW SCHOOL BE CLOSED EFFECTIVE 1986 06 30.
2. THAT ADMINISTRATION EXPEDITE THE TRANSFERRING OF THREE CLASSES AS SATELLITE PROGRAMS IN MOUNTAIN SCHOOL LOCATIONS, NAMELY:
 - THE TOTAL COMMUNICATION CLASS TO AN ELEMENTARY SCHOOL
 - THE PRIMARY DEVELOPMENTAL CLASS TO AN ELEMENTARY SCHOOL
 - THE DEVELOPMENTAL CLASS TO A SECONDARY SCHOOL
 - STUDENTS BE TRANSFERRED TO OTHER APPROPRIATE PROGRAMS



ACCOPRESS®



25070	YELLOW/JAUNE	BY2507
25071	BLACK/NOIR	BG2507
25072	BLUE/BLEU	BU2507
25073	R. BLUE/BLEU R.	BB2507
25074	GREY/GRIS	BD2507
25075	GREEN/VERT	BP2507
25077	TANGERINE	BA2507
25078	RED/ROUGE	BF2507
25079	X. RED/ROUGE X.	BX2507

MADE IN CANADA BY/FABRIQUÉ AU CANADA PAR
ACCO CANADIAN COMPANY LIMITED
COMPAGNIE CANADIENNE ACCO LIMITÉE
TORONTO CANADA

HAMILTON PUBLIC LIBRARY



3 2022 21335961 1